

STATE TEACHERS COLLEGE . . . 1957 - 1958



Member of American Association of Colleges for Teacher Education.

Member of the Middle States Association of Colleges and Secondary
Schools — A Unit of the Association of American Colleges.

Accredited by National Council for Accreditation for Teacher Education.

Clarion, Pennsylvania

The Clarion

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State Teachers College

Clarion, Pennsylvania

*Member of American Association of Colleges for
Teacher Education*

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COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF PUBLIC INSTRUCTION

CHARLES H. BOEHM, *Superintendent of Public Instruction*

C. HERMAN GROSE, *Deputy Superintendent*

TEACHER EDUCATION AND CERTIFICATION

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Superintendent of Grounds and Buildings

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Household Director

CALENDAR 1957-1958

PRE-SESSION 1957

Session Begins.....	Monday, June	3
Session Ends.....	Friday, June	21

SUMMER SESSION 1957

Session Begins.....	Monday, June	24
Session Ends.....	Friday, August	2

POST SESSION 1957

Session Begins.....	Monday, August	5
Session Ends.....	Friday, August	23

FIRST SEMESTER 1957-58

Registration of Freshmen.....	Wednesday, September	4
Registration of Upperclassmen.....	Thursday, September	5
Classes begin at 8:00 A.M.....	Friday, September	6
Evening Classes Begin.....	Thursday, September	12
Thanksgiving Recess Begins at the Close of Classes.....	Tuesday, November	26
Christmas Vacation Begins at the Close of Classes.....	Saturday, December	14
Christmas Vacation ends at 8:00 A.M.....	Monday, January	6
Semester ends at the Close of Classes.....	Tuesday, January	21

SECOND SEMESTER 1957-58

Registration.....	Monday, January	27
Classes Begin at 8:00 A.M.....	Tuesday, January	28
Evening Classes Begin.....	Thursday, January	30
Easter Recess Begins at the Close of Classes.....	Tuesday, April	1
Easter Recess ends at 8:00 A.M.....	Tuesday, April	8
Alumni Day.....	Saturday, May	24
Baccalaureate Services.....	Sunday, May	25
Commencement Exercises.....	Monday, May	26

THE FACULTY

- PAUL G. CHANDLER, Ph.D.....President
Kentucky Wesleyan, B.A.; Columbia University, M.A., Ph.D.
- ERNEST C. AHARRAH, M.Ed., Assistant Professor
Demonstration Teacher, Jr. H. S. Mathematics
Clarion State Teachers College, B.S.; Pennsylvania State University, M.Ed.
- MARY KAY BANNER, M.Ed., Assistant Professor
Demonstration Teacher, Intermediate Grades
Seton Hall College, B.A.; State Teachers College, Clarion; University of Pittsburgh, M.Ed.; Additional graduate work, University of Pittsburgh.
- HELEN M. BECKER, M.A., Assistant Professor, Elementary Education
Graduate, Clarion State Normal School; University of Pittsburgh, B.S.; Teachers College, Columbia University, M.A.; Library Science, Clarion State Teachers College.
- ALPHA E. BERNARD, Ed.D., Professor
Head of Elementary Education Department
Graduate, Delta County Normal, Escanaba, Michigan; attended Ferris Institute and Western Michigan College of Education; Northern Michigan College of Education, B.S.; Graduate work, University of Michigan; Indiana University, M.S. in Ed., Ed.D.
- CARL E. CALDWELL, M.A., Associate Professor.....English, Speech
Hobart College, A.B.; Middlebury College, M.A.; Additional graduate work, McGill University, the Sorbonne, Middlebury College, University of Rochester.
- FRANK M. CAMPBELL, M.A., Assistant Professor
Foreign Languages, Social Studies, Assistant Dean of Men
Grove City College, A.B.; Pennsylvania State College, M.A.
- RENA M. CARLSON, M.A.L.S., Associate Professor.....Head Librarian
Greenville College, A.B.; Carnegie Institute of Technology, B.S.; Graduate work at University of Southern California; University of Michigan, M.A.
- THOMAS A. CARNAHAN, M.Ed., Associate Professor
Mathematics, Safety Education
Grove City College, B.S.; Pennsylvania State College, M.Ed.; Additional graduate work at University of Southern California; University of Pittsburgh.
- REBECCA CARRIER, M.A., Assistant Professor
Demonstration Teacher, Sr. H. S. English, Social Studies
Muskingum College, A.B.; University of Maryland, M.A.; Additional graduate work, University of Colorado.

- ELEANOR D. DEWALD, M.S.L.S., *Associate Professor.....Librarian*
Clarion State Teachers College, B.S.; Additional work at Allegheny College; University of Pittsburgh, M.Ed.; School of Library Service, Columbia University, M.S. in L.S.
- BRUCE H. DINSMORE, M.S., *Associate Professor.....Biological Science*
Indiana State Teachers College, B.S.; Columbia University, M.A.; University of Pittsburgh, M.S.
- CHARLES R. FLACK, M.A., *Associate Professor*
Head of Library Science Department
Library School, University of Wisconsin; University of Alberta, B.A.; University of Illinois, B.L.S., M.A.; Graduate study, University of Illinois, University of Chicago.
- MILDRED E. GAMBLE, M.A., *Assistant Professor*
Demonstration Teacher, Intermediate Grades
Graduate, Indiana State Normal School, University of Pittsburgh, A.B.; Teachers College, Columbia University, M.A.
- WALTER L. HART, M. of F.A., *Associate Professor*
Head of Music Department, Safety Education
Grove City College, B.M.; Carnegie Institute of Technology, M. of F.A.; Additional graduate work, St. Bonaventure College; University of Pittsburgh, New York University.
- ERNEST W. JOHNSON, M.Ed., *Associate Professor*
Education, Physical Education, and Assistant Dean of Men
Clarion State Teachers College, B.S.; University of Pittsburgh, M.Ed.
- JAMES C. KING, Ph.D., *Professor* *Social Studies, Dean of Men*
Northeastern (Oklahoma) State College, B.A.; University of Utah, Ph.D.
- C. A. KUHNER, M.S., *Assistant Professor*
Head of Geography Department
Ohio University, B.S.; University of Wisconsin, M.S.; Additional graduate work, University of Chicago, University of Pittsburgh.
- GEORGE R. LEWIS, Ed.D., *Professor*
Head of Mathematics Department
East Stroudsburg State Teachers College, B.S.; University of Pittsburgh, M.Litt.; Graduate work, Bucknell College; Pennsylvania State University, Ed.D.
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Wooster College, B.A.; University of Michigan, M.A.; Additional graduate work, University of Michigan.
- JOHN P. MELLON, M.Litt., *Assistant Professor.....English*
Clarion State Teachers College, B.S.; University of Pittsburgh, M.Litt.; Graduate work, University of Colorado.

- LESTER D. MOODY, Ph.D., *Professor*.....*English*
Washington State College, B.A.; University of Washington, M.A.; Ph.D.
- JAMES D. MOORE, Ed.M., *Assistant Professor*.....*Dean of Instruction*
Muskingum College, A.B.; University of Pittsburgh, Ed.M.
- CAROLYN A. MULLIN, M.Ed., *Associate Professor*
Demonstration Teacher, Primary Grades
and Assistant Dean of Women
Westminster College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work, University of Pittsburgh.
- GALEN L. OBER, M.Ed., *Assistant Professor*.....*Physical Science*
Indiana State Teachers College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work, University of Wisconsin.
- DONALD D. PEIRCE, Ph.D., *Professor*
Head of Physical Science Department
Oberlin College, A.B.; Attended Clarion State Normal School; Graduate work, University of Pittsburgh, Pennsylvania State University, University of Illinois, M.A.; Ph.D.
- VIRGINIA M. PEMBERTON, M.A., *Assistant Professor*
Demonstration Teacher, Primary Grades
Fredonia State Teachers College, Hofstra College, New York University, B.S., M.A.; Additional graduate work, New York University.
- MORRELL B. PRATT, M.Ed., *Associate Professor*
Demonstration Teacher, Sr. H. S. English, Spanish
Westminster College, B.A.; Pennsylvania State University, M. Ed.; Additional graduate work, Pennsylvania State University.
- DONALD R. PREDMORE, Ph.D., *Professor*
Biological Science, Education
Miami University, Under graduate work; University of Pittsburgh, B.S., M.A., Ph.D.
- GRACE PRYOR, M.Ed., *Associate Professor*.....*Dean of Women*
Clarion State Teachers College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Duke University, University of Pittsburgh, Westminster College, Bucknell University, Pennsylvania State University.
- MARTHA T. RILEY, M.A., *Assistant Professor*.....*Geography*
Graduate, Farmville State Normal School; George Washington University, B.A.; Columbia University, M.A.; Additional graduate work, Cornell University, Harvard University, University of Virginia.
- MILDRED D. SANDOZ, M.A., *Associate Professor*.....*Biology*
Oklahoma College for Women, M.A.; University of Illinois, M.A.; Additional graduate work, University of Washington, University of Oklahoma, University of Maryland, University of Texas, College of William and Mary, University of Houston.

PAUL L. SHANK, Ph.D., *Professor*.....*Physical Science, Education*
Bethany College, B.S.; Graduate work, University of West Virginia; University of Pittsburgh, M.Ed.; Ph.D.

BETTY SIMPSON, B.S., *Instructor*.....*Health and Physical Education*
West Chester State Teachers College, B.S. in Health and Physical Education.

RICHARD C. SKINNER, M.Ed., *Associate Professor*
Director of Teacher Training, Education
West Illinois State Teachers College, B.Ed.; Northwestern University, M.A.; University of Illinois, M.Ed.; Additional graduate work at University of Illinois.

JOSEPH R. SPENCE, M.Ed., *Assistant Professor*
Head of Art Department
Edinboro State Teachers College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work, Syracuse University.

MARTHA STEWART, M.E., *Associate Professor**Librarian*
Northwestern University, B.A.; Carnegie Institute of Technology, B.S. in L.S.; University of Pittsburgh, M.Ed.

DANA S. STILL, Ph.D., *Professor*.....*English*
Ohio State University, B.S.; M.A.; University of Pittsburgh, Ph.D.

ARNOLD R. STINCHFIELD, M.Ed., *Associate Professor*....*Social Studies*
Bates College, A.B.; University of Maine, M.Ed.; Graduate work, Boston University, Harvard University.

WALDO S. TIPPIN, M.A., *Assistant Professor*
Education, Director of Athletics
Attended Kansas State College; Geneva College, B.S.; Graduate work, University of Michigan; Columbia University, M.A.; University of Pittsburgh.

SAMUEL A. WILHELM, Ph.D., *Professor*
Demonstration Teacher, Sr., H. S. Social Studies
Clarion State Teachers College, B.S.; University of Pittsburgh, Litt.M.; Ph.D.; Graduate work University of Wisconsin and Harvard University.

CHARLES F. BECKER, M.A. (emeritus)
Mt. Union College, Ph.B.; Teachers College, Columbia University, M.A.; Additional Graduate work at Columbia; Pennsylvania State College; University of Pittsburgh.

EVELYN J. STROHECKER, M.A. (emeritus)
Graduate, Susquehanna University, B.S., Graduate work at Columbia University, M.A.; Additional graduate work, Columbia University.

HAZEL SANDFORD, M.A. (emeritus)

Graduate, State Normal School, Fredonia, N.Y.; Cornell University, B.S.; Graduate work, Teachers College, Columbia University; New York School of Fine Arts; New York University, M.A.; Thurn School of Modern Art; Carnegie Institute of Technology; University of Pittsburgh; Study in Europe.

BERTHA V. NAIR, M.A. (emeritus)

Westminster College, A.B.; University of Pittsburgh, M.A.; Additional graduate work, Harvard University; University of Wisconsin.

HARRY S. MANSON, M.A. (emeritus)

Graduate of Clarion State Normal School; Attended Pennsylvania State College; Grove City College, B.S., M.A.; Additional graduate work, Cornell University; Teachers College, Columbia University; University of Pittsburgh; University of Southern California.

MARGARET A. BOYD, M.A. (emeritus)

Graduate, two-year course, Bethany College; University of Pittsburgh, A.B., M.A.; Additional graduate work at University of Wisconsin; Oxford University, Oxford, England; University of California, Columbia University.

MARIE MARWICK, M.A. (emeritus)

Michigan State Normal College, B.Pd.; University of Arizona, A.B.; Columbia University, M.A.; Additional graduate work, University of Pittsburgh; University of California.

COOPERATING SUPERVISING TEACHERS**CLARION JOINT SCHOOLS**

Walter J. Doverspike, M.Ed.	-----	Sr. H. S. Mathematics
Dorothy C. Hartman, A.B.	-----	Sr. H. S. English
		and Assistant Dean of Women
James W. Kassel, M.Litt.	-----	Jr. H. S. Geography
		and General Science
Lawrence W. Marks, A.B.	-----	Sr. H. S. Science
Marian L. Marshall, B.S.	-----	Kindergarten
Pauline M. Wiberg, B.S.	-----	Primary Grades
Robert L. Wiberg, M.Ed.	-----	Jr. H. S. Social Studies

CLARION-LIMESTONE HIGH SCHOOL

William Homer Kahle, B.S.	-----	Sr. H. S. Social Studies
James D. Shofestall, M.Ed.	-----	Sr. H. S. Mathematics, Science
Grace Stewart, M.Ed.	-----	Sr. H. S. English, Social Studies

KEYSTONE JOINT HIGH SCHOOL

James R. Bierly, B.S.	-----	Sr. H. S. Science, Mathematics
F. John Catalano, B.S.	-----	Geography
Charles A. Eddinger, B.S.	-----	Biology
Mildred M. Fleming, B.S.	-----	Geography
Aida E. Hanst, B.S.	-----	Mathematics
Chalmer F. Kenemuth, M.Ed.	-----	Social Studies

STANDING COMMITTEES

I. ACADEMIC AND PROFESSIONAL STANDING

Moore (Chairman), Bernard, Chandler, King, Pryor, Skinner.

II. ASSEMBLY PROGRAMS

Hart (Chairman), Caldwell, Campbell, Carnahan, Chandler, Mead. Four students to be appointed by the Student Senate each year.

III. ATHLETIC COUNCIL

Tippin (Chairman), Johnson, Lewis, Peirce.
One student from Varsity "C" Club.
One student from Student Senate.

IV. CATALOG

Moore (Chairman), Caldwell, King.

V. CURRICULUM AND INSTRUCTION

Skinner (Chairman), Chandler, Flack, Sandoz, Shank, Tippin.

VI. FACULTY COUNCIL

Chandler (Chairman), King, Moore, Peirce, Pryor, Skinner. One additional member to be invited to each meeting.

VII. FACULTY MEETING PROGRAMS

Lewis (Chairman), Flack, King, Moore.

VIII. LIBRARY

Carlson (Chairman), Becker, Bernard, DeWald, Flack, Lewis, Peirce, Spence, Stewart, Still, Stinchfield.

IX. PUBLICITY

Still (Chairman), Bernard, Campbell, King, Lewis, Melton, Moody.

X. SOCIAL AFFAIRS

Pryor (Chairman), King, Simpson. Four students—one elected by each class each year.

PURPOSE OF THE COLLEGE

Clarion State Teachers College is officially maintained for the education and preparation of teachers for the public schools of Pennsylvania.

Three curricula of specialized type are offered in professional education: library science; elementary education; and secondary education.

Teacher preparation requires a program through which college graduates come to perform the offices of private person and public teacher in accord with qualities of good citizenship.

Therefore, each curriculum includes required studies in English expression, social studies, literature, fine arts, and science, all of which express the social heritage and convey customs and practices of democratic kind.

Professional preparation in each curriculum is based upon adequate mastery of subject matter which is designed to give proficiency in teaching and upon adequate knowledge of psychology and philosophy to enable teachers to interest and instruct pupils.

Specific Objectives:

1. To develop an understanding and appreciation of American democracy and the function of the public school in a democratic society.
2. To develop respect for the rights, responsibilities, and welfare of others.
3. To emphasize the moral, spiritual, and aesthetic values which will strengthen the individual in his personal and professional life.
4. To guide students so as to encourage them to enter the profession and continue in it.
5. To promote an understanding of children and youth in relation to their individual differences, the learning process, development behavior, and the interaction of the individual with the group.
6. To ensure the student's ability to read, write, and speak effectively.
7. To promote use of reflective thinking in problem solving.
8. To ensure that the student is capable of developing the scope and sequence of the courses of study within his areas of certification.
9. To provide college classroom instruction which is designed to help prospective teachers develop methodology for their own classrooms.
10. To encourage students to practice recreational activities, both physical and mental, for wholesome enjoyment of leisure time now and in later life.

THE CAMPUS AND FACILITIES

LOCATION

The college is located in Clarion, county seat of one of the most beautiful areas of western Pennsylvania. From their site on an elevation in the eastern part of this attractive town of 4500 population, the college buildings overlook the Clarion River and survey the surrounding hills.

Clarion County lies within easy driving distance of coal, oil, and gas fields and is therefore near to industrial areas of a diversified character. This makes possible for our students on-the-spot study of industry without the necessity of living in it.

Located as they are in the trout fishing and deer hunting area of the state, with clear, invigorating air and pleasant, healthful surroundings, Clarion and the college offer an environment conducive to a nice blending of study, recreation, and happy living.

HOW TO REACH CLARION

Clarion is located on the Lakes-to-Sea-Highway. Thus it is connected by improved roads with Bradford, routes 219-68; Brookville, DuBois, Reynoldsville, Luthersburg, Clearfield, and Phillipsburg, route 322; Butler, East Brady, and Rimersburg, route 68; Emlenton and Knox, routes 238-322; Emporium, routes 120-219-28-322; Kane, routes 68-322; Franklin and Meadville, route 322; Johnsonburg, routes 219-28-322; Kittanning and New Bethlehem, route 66; Oil City, routes 62-157-66-322 and 257-322; Port Allegany, routes 59-6-68-322; Punxsutawney, routes 310-322; Ridgway, routes 219-28-322; Smethport, routes 6-68-322; St. Mary's, routes 120-219-28-322.

Motor buses operate over the Lakes-to-Sea-Highway from Cleveland via Franklin and Clarion and between Clarion, Brookville, and points to the East. Ritchey Bus Lines run two buses a day to Pittsburgh and return by way of New Bethlehem, Kittanning, Freeport, Tarentum, New Kensington, and Aspinwall. The Harmony Short Line furnishes bus transportation to and from Pittsburgh by way of Emlenton, Bruin, Petrolia, Karns City and Butler. Clarion is most easily reached from the east and west by the Lakes-to-Seas-Highway (Route 322); from the north by highways from Kane and from Ridgway, and from the south by highways from Butler, Kittanning and Punxsutawney.

CAMPUS

The campus of the State Teachers College at Clarion occupies twenty-five acres. The grounds have been laid out with care and furnish a beautiful setting for the twelve buildings which comprise

the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, home-like appearance and provide attractive surroundings for study.

All of the buildings of the College are heated by steam, automatically controlled to keep rooms between 68 and 72 degrees, lighted by electricity and supplied with hot and cold water and all conveniences of modern living.

SEMINARY HALL is a large three-story brick building. Here are the administrative offices, post office, library, and classrooms.

MUSIC HALL provides a studio, practice rooms, and instruction rooms for the music department. Here also is located the Women Day Students' rooms. The President's home is on the second floor.

FOUNDERS HALL is a three-story structure providing rooms for laboratories, shops, business offices, and book store. In it are located the Physics and Chemistry departments.

THE CHAPEL, an attractive stone building with a seating capacity of five hundred, is used for college assemblies, concerts, and dramatic presentations.

BECHT HALL, the dormitory for young women, was named for J. George Becht who was president of the College from 1904 to 1912. It is of modern Spanish type architecture. On the upper floors are found accommodations for students; rooms are neatly furnished and supplied with hot and cold water. Bathrooms with showers are found on each floor. Two very attractive hair dressing rooms have been installed, each equipped with tile floor and plate glass mirrors. A pleasant lounge, a dining hall, a conservatory, and two social rooms are located on the ground floor. There are two guest rooms on the first floor.

EGBERT HALL, dormitory for young men, was named for Professor Walter R. Egbert who was teacher and dean of men at the College from 1887 to 1920. It is a modern building of up-to-date colonial architecture, containing a spacious lounge, and an apartment for the dean of men. All rooms are supplied with hot and cold water.

BALLENTINE HALL, dormitory for young men, was named for Professor John Ballentine, who was a teacher and at various times acting president at the College from 1887 to 1920. It is a modern building of up-to-date construction and has sound resistant walls with insulation that makes it warm in winter and cool in summer. It is fireproof with concrete block floors and ceilings.

THE A. J. DAVIS EDUCATION BUILDING was named for A. J. Davis, president of the college from its beginning in 1887 to 1902. It is modern in design and well-equipped. In it are located the Art Department, Biology Department, Geography Department, French and

Spanish Department, Health Department, Psychology Department, and other classrooms of the Education Department. The office of the College nurse and the Student Union are on the first floor of this building.

THADDEUS STEVENS LABORATORY SCHOOL was named for Thaddeus Stevens, the father of the Pennsylvania Public School Law passed in 1834. This building contains accommodations for the first six grades of the public school and a large, well-equipped kindergarten. This school is used for practice teaching of college students. The library in Thaddeus Stevens School contains an excellent collection of books for children, as well as a museum in which are found many articles to be borrowed for class use.

THE HARVEY GYMNASIUM was named for Frank Laird Harvey, a Trustee of the College from 1911 to 1932. The building is adequately provided with equipment of all kinds, recreation rooms, and offices.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer, and space for archery. On top of the hill is a large, new athletic field for intramural games. Leading from the top of the hill across the athletic field is a newly constructed toboggan slide and skiing runway. There are six tennis courts on top of the hill constructed of concrete and surfaced with asphalt.

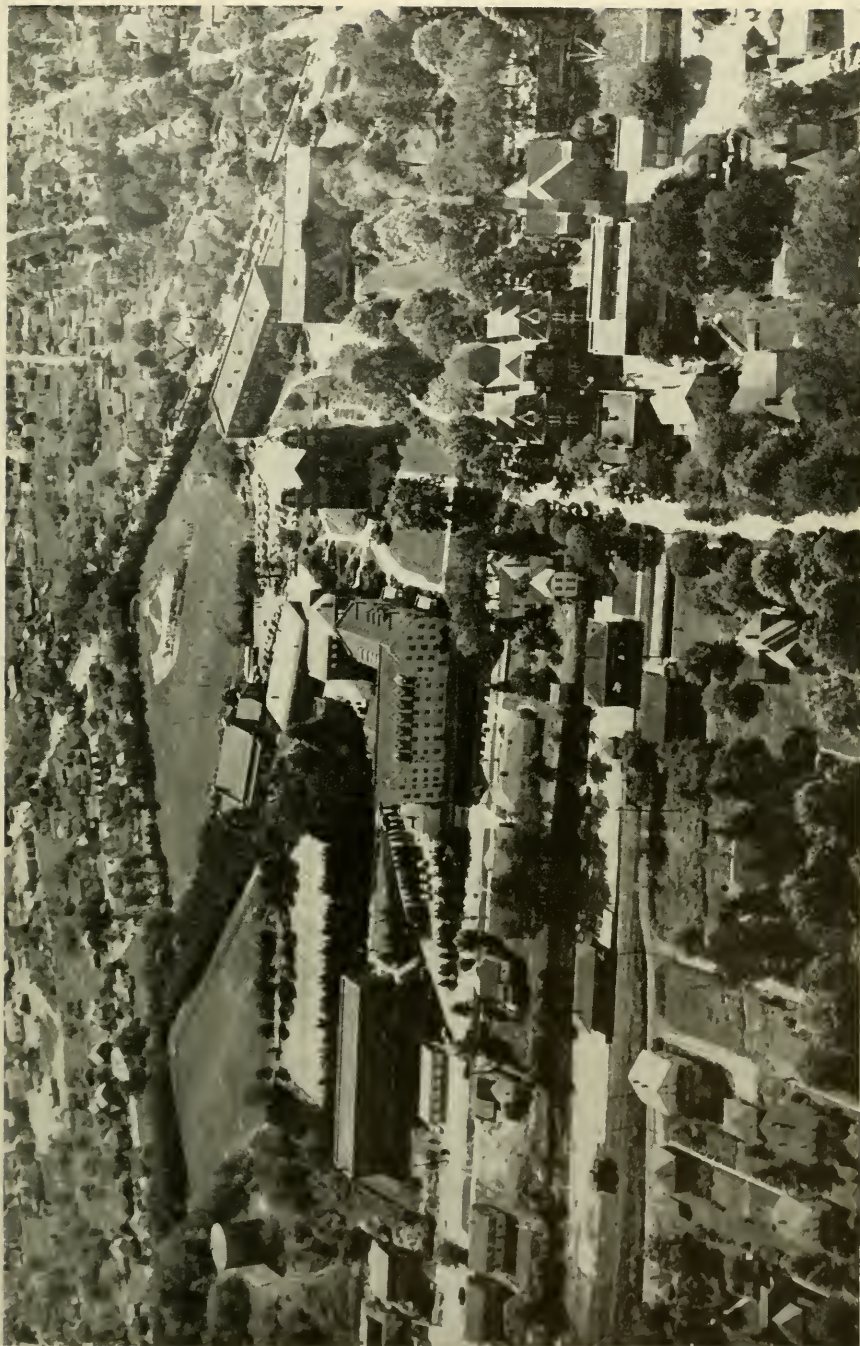
THE LIBRARY is located on the first floor of Seminary Hall. In its reading room are found reference books, over 230 current magazines and outstanding newspapers. There are 32,407 volumes in the library, and 800 to 1,000 new volumes are added each year. A recreational reading room has been provided for fiction and for general reading. A library handbook serves as a guide to the use of the library.

The books have been carefully selected to supplement classroom instruction, and to provide general and recreational reading for the student teacher. An elementary school library in the Thaddeus Stevens Training School also serves the teachers and student teachers. Individual needs of faculty and students for books not found in the college collection are supplied through inter-library loan whenever possible.

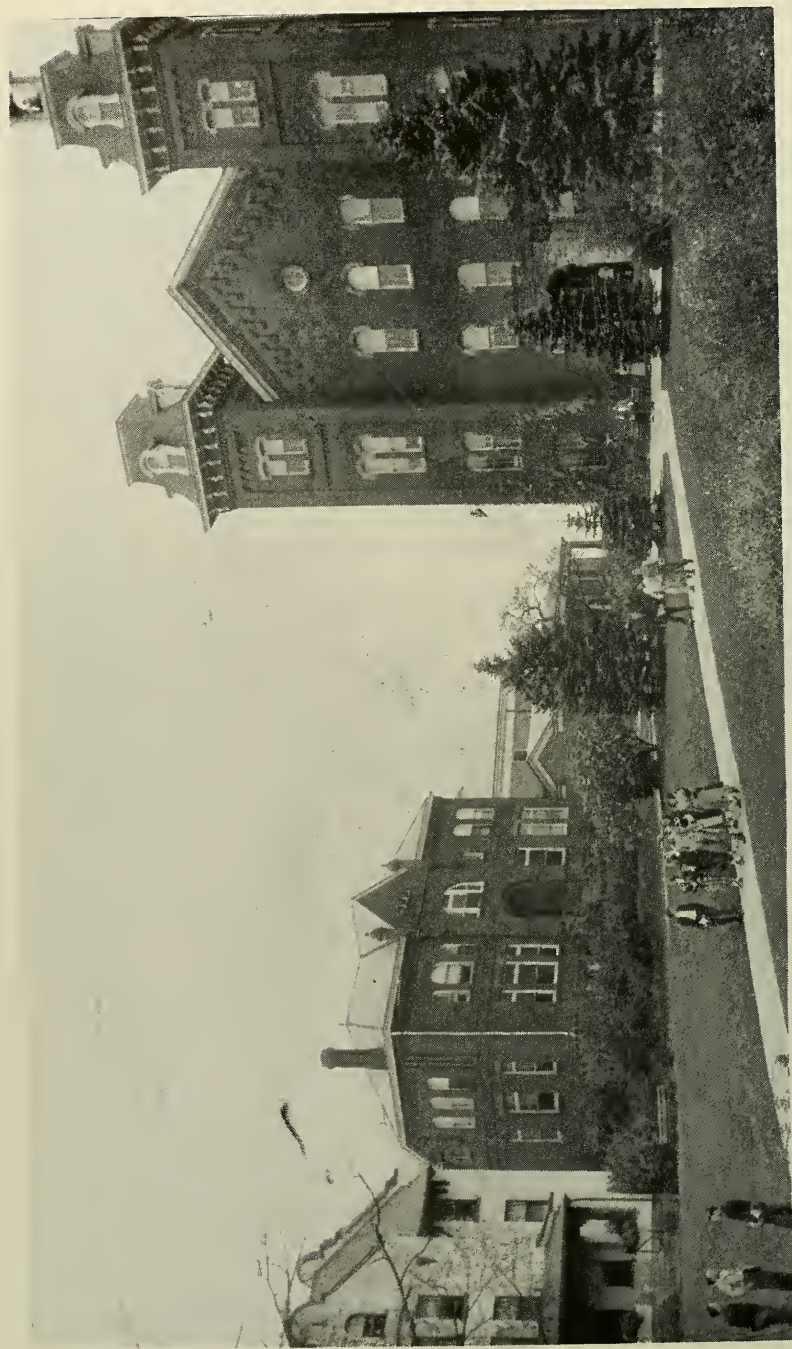
The college renders special service to rural teachers in permitting them to borrow box libraries.

SPEECH LABORATORY. New laboratory equipment for use in the enlarged speech curriculum has been purchased and is installed. This equipment includes both tape and wire recorders, the latter of the cartridge type.

SCIENCE LABORATORIES for physical sciences are located in Founders Hall, and for biological sciences in Davis Hall. Each is



AERIAL VIEW OF CAMPUS



SEMINARY HALL

EGBERT HALL

MUSIC HALL

BECHT HALL

well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

THE GEOGRAPHY LABORATORY is to be found on the second floor of Davis Hall. It is well provided with maps, charts, geological specimens, tables, motion picture films, and other aids.

HOUSING FACILITIES

Resident students are housed in three modern and well-equipped dormitories: Egbert Hall and Ballentine Hall for men and Becht Hall for women.

There are distinct advantages to dormitory life. The student enjoys the educational adventure of group living with his own contemporaries and the building of friendships with a wide group of individuals. In such an environment, the student can acquire certain important social graces and poise from a number of social situations. At the same time more careful supervision of study and rest habits result in improved scholastic standing.

BECHT HALL FOR WOMEN houses 160 women and is located on Wood Street. The majority of rooms are for two students although single rooms may be secured. The College provides a bed, mattress, two blankets, a dresser, a study table, chairs, and rugs for each student. The student is expected to furnish sheets (54 inches by 99 or 63 by 99), pillow cases (36 by 45), towels, curtains, personal articles, and extra bedding. Laboratory facilities are found on each floor. The student infirmary is located on the second floor and the college nurse has daily office hours from 8 to 12 and 1 to 5. On the first floor is the college dining hall in which all resident students take their meals. More than 400 persons can be accommodated in the dining hall. There is a television room in the dormitory.

Reservations for rooms in the dormitories are made through the Dean of Women until June 1st and after that date at the office of the Dean of Instruction. At the time of reservation a \$25 deposit fee should accompany the application.

EGBERT HALL FOR MEN is located between Music Hall and the Harvey Gymnasium. It is supervised by the Assistant Dean of Men. It has a lavatory in each room. Each room is furnished with beds, mattresses, two blankets per person, dresser, study tables, lounge chairs, straight chairs, and a cabinet. The furniture is new and of a Mahogany type. Each student furnishes sheets for single beds, pillow cases, towels, extra bedding, curtains, lamps, and personal effects. It has a television in the lounge.

BALLENTINE HALL FOR MEN is a new modern building completely fireproof and very comfortable in any season. It is located on

Wood street behind Becht Hall and is under the supervision of the Dean of Men. The student must furnish the same as at Egbert Hall. It has television in the lounge.

DORMITORY RULES AND REGULATIONS are for the most part contained in the student handbook. Current rules and regulations and the social program of the dormitories are all handled by the various House Councils. However, conduct unbecoming the teaching profession such as drinking, gambling, shooting firecrackers, or the willful destruction of property are grounds for dismissal from the college. College authorities can enter any room for inspection at any time.

LIVING OUTSIDE DORMITORIES. Non-resident women students commute or live at home in town. Women students are not permitted to take their board and room outside the dormitory except in the homes of relatives, or unless they are working for their room and board. In any of these cases permission must first be obtained from the President and the Dean of Women. This arrangement must be made in advance with the administration and the student may only live in homes previously approved by the College. Any change in residence during the school year must have the approval of the proper authorities before the change is made.

COMMUTING STUDENTS' ROOMS. A large attractive room on the first floor of Music Hall is furnished for commuting women students. Comfortable wicker furniture, cots for relaxation, mirrors, book cases, tables for lunches and study, and lavatory facilities are arranged for the convenience of the students who commute from nearby communities.

In the basement of Davis Hall is a comfortable living and lunch room for the men students who commute. This room is furnished with lockers for the protection of student property.

STUDENT ACTIVITIES

THE PURPOSE OF STUDENT ACTIVITIES is self-development. The responsibility for their success rests on the shoulders of the students. The meeting of each club is one period in length for which provision is made of the regular daily schedule. Some clubs meet every week; others meet every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities.

The plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the interests of all.

The Student Senate of the college distributes the student activity funds to various student organizations. These organizations minister to the social needs of the students. These funds consist of the students' activity fees. From these funds are financed the student activities of varsity athletics, musical organizations of band, choir, and ensembles; the dramatics, the college yearbook, college newspaper, and such clubs as Camera Club, Outdoor Club, Art Club, Rifle Club, Student Christian Association, Newman Club, International Relations Club, Future Teachers of America, and Association of Childhood Education. The social committee, made up of students and teachers, plan dances and parties, and the lecture and entertainment committee, made up of four students and four teachers, selects assembly programs.

THE SOCIAL PROGRAM. A wide variety of social activities is distributed throughout the year to give students practice in correct social convention and to give them opportunity to assist in and manage their social affairs.

Among the major events of the year are: The Cook Forest Picnic, Homecoming Day, Christmas, Pan-Hellenic and interfraternity dances, banquets, and Alumni Week-end. During the year there are receptions, teas, banquets, luncheons, and special dinners. These activities usually center in the Lounge, Dining Hall, and Social Room of Becht Hall. Sorority and fraternity functions also contribute to the objectives of the social program.

The social functions are financed by the students and managed by the Social Committee, which consists of equal student and faculty representation. Persons who are not enrolled in the College are admitted to parties, dances, and other events only as guests of regular students or faculty members.

In addition to the above mentioned functions, various clubs have outings and informal parties. Students dance in the gymnasium Saturday evenings until 10:30 o'clock.

A dean of women and a dean of men devote time to student interests and social life. The students are surrounded by influences to make life happy, cultured, and worthwhile.

RELIGIOUS ORGANIZATIONS

THE NEWMAN CLUB is a co-educational organization which provides for the spiritual and cultural heritage of Catholic students. Its activities are guided by a priest chaplain; its policies are suggested by the National Federation and the Regional Province of Newman Clubs, to which the chapter on Clarion Campus belongs.

THE STUDENT CHRISTIAN ASSOCIATION holds weekly meetings on Wednesday evening. The students plan and conduct their own meetings. Each semester the association holds a reception for new students.

IN THE SUNDAY SCHOOLS, connected with the various churches in Clarion, classes have been formed especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the churches so selected at least once each Sunday.

PROFESSIONAL CLUBS

THE FUTURE TEACHERS OF AMERICA CHAPTER is unique in that it is the only organization in the College that gives or has the possibility of giving students the opportunity for active participation in local, state, and national educational associations.

Through the F.T.A. the student member establishes a professional citizenship he will wish to continue as long as he is a teacher. Student members receive each month the state and national educational publications.

The F.T.A. projects and merit points are designed to give each member special training in leadership. Superintendents and placement bureaus report that membership in the F.T.A. and the number of merit points held are frequently the determining factors in choosing between candidates for a teaching position.

Membership in F.T.A. should be esteemed an honor and an opportunity. The National Education Association believes that no greater honor can come to a student than to be recognized as a member of the Future Teachers of America.

ASSOCIATION FOR CHILDHOOD EDUCATION is a world wide organization whose purpose is to provide better educational opportunities for children of the kindergarten, primary, and intermediate age levels; to promote modern education for all children; to promote the best methods and techniques of teaching; and to raise the standards of teacher training throughout the world. All teachers, administrators, and students interested in elementary education are eligible for membership.

THE ART CLUB is an extra curricular organization maintained for the purpose of benefiting those students who are particularly interested in some phase of art activity and to contribute what it can to the art of the community and the college. Its program varies from year to year, but sponsoring moving pictures on art subjects and bringing exhibitions of artistic merit to the College have been among its activities. When the Club is so inclined, a trip to Pittsburgh is taken to visit the Carnegie Galleries and other buildings of interest. The Club tries to aid other organizations in the College, through the making of posters, lettering of certificates, and assisting with dance decorations. The Art and Press Club banquet is a colorful event in which both Clubs join.

DRAMATICS. The campus dramatic organization is known as the College Players. Opportunities for gaining experience in the various phases of play production are afforded through the regularly scheduled club programs and through public productions. By means of discussion and demonstration, members gain a working knowledge of the principles of stage lighting, costuming, make-up, acting, and directing. Membership in the organization is determined by competitive tryouts open to all.

THE GEOGRAPHY CLUB offers students an opportunity to study phases of geography that are of greatest interest. Student members assume all responsibility of the club organization and plan all programs for the interest of the group. Every member is given an opportunity to make some contribution to the success of the Club. Planned field trips afford observation of activities in the natural geographic setting.

THE INTERNATIONAL RELATIONS CLUB has a definite objective: namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of society and its problems. It is here that political, economic, and social questions may be discussed openly and freely.

MUSIC ORGANIZATIONS: Musical organizations are A Cappella Choir, Band, Girls' Ensemble, and Men's Quartet. Students have an opportunity to continue their previous training in singing the best type of music available. The students in the A Cappella Choir make a number of trips to sing at high schools and churches each year.

OUTDOOR CLUB. Activities: Nature hikes, camping, marksmanship, swimming, boating, fishing, bicycle riding, athletic games, skating, tobogganing, archery, horseshoe pitching, and lawn bowling.

THE CAMERA CLUB is planned to give students formerly interested in photography an opportunity to continue their hobby and to furnish a new hobby for those students who have recently become interested in the study of photography.

THE PRESS CLUB has the publication of the college paper, "The Clarion Call", as its main objective. It aims also to give the prospective teachers training they will need later in directing school publications. In the programs presented at the Press Club meetings, various types of newspaper articles are discussed, and illustrations of the best are read. The papers from other colleges are studied and through comparison and constructive criticism the students attempt to improve the quality of their own College paper. A trip is made each year to either Pittsburgh or the local printing office to learn how a newspaper is published.

ATHLETIC ORGANIZATIONS

ATHLETICS FOR WOMEN. Provision for participation of all women students in many forms of athletics is made. Speedball, soccer,

volleyball, basketball, baseball, tennis, archery, golf, hiking, and other sports are available for students. Minor activities in badminton, shuffleboard, and ping-pong are also available.

Intramural competition for women is sponsored by the Women's Athletic Council which is an organization composed of women who have attained eligibility through a sports point system. The intramural program furnishes an opportunity for those with officiating as well as playing abilities. Coaching advantages offered in this way have helped some girls with summer camp problems in the techniques of directing sports.

Development of desirable traits of sportsmanship, leadership and ability to work and play with others is promoted at all times. Personal skills and efforts toward their improvement by individuals are likewise encouraged through class intramural participation. The purpose of the program is to make it functional in the life of the individual in school and after graduation.

ATHLETICS FOR MEN. In addition to the required courses in physical education, men may receive extra-curricular credit for participation in intercollegiate athletics and in intramural athletics. Clarion plays other colleges in football, baseball, tennis, basketball, and sometimes maintains teams in track and wrestling. The men participate on intramural teams in touch football, basketball, baseball, soccer, volleyball, badminton, table tennis, handball, and horseshoes. There are also available for exercise such facilities as skiing, tobogganing, archery, shuffleboard, and hiking.

The College has six all-weather concrete tennis courts on the campus and a good athletic field that provides for intercollegiate football, baseball, track, and field games. This is a four-acre tract located southwest of the main campus, conveniently near the gymnasium and easily accessible to the public who attend our intercollegiate events.

Through physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports.

VARSITY CLUB. The Varsity Club is made up of men of the College who have earned the "C" in some one of the intercollegiate sports.

MEN'S ATHLETIC COUNCIL. The intercollegiate athletic program of the College is by the Athletic Council working in conjunction with the President. The Council consists of the Director of Physical Education and two other faculty members appointed by the President of the College, one member from the Student Senate appointed by the Student Senate, and one student member elected by the Varsity Club.

SORORITIES AND FRATERNITIES

PAN-HELLENIC COUNCIL. This is a group of two representatives from each of the four sororities on the campus. Each year this group sponsors a tea, a dinner, and a dance.

SORORITIES. There are four sororities on the campus. The Delta Zeta and Sigma Sigma Sigma are national sororities. The local sororities are Lambda Chi Delta and Sigma Delta Phi.

FRATERNITIES. There are three fraternities on the campus. They are the Delta Kappa, the Alpha Gamma Phi, and Sigma Tau Gamma.

STUDENT EXTRA-CURRICULAR ACTIVITIES FOR WHICH CREDIT IS GIVEN

The college Assembly Programs are held each Thursday. A committee of the faculty and students arranges the programs. Outstanding lecturers, musicians, and entertainers appear on our platform. Some of the programs during the year are presented by student organizations to give students experience in appearing before the public. The College Players present plays, and the A Cappella Choir concerts. Clubs that give programs are: Outdoor Club, Geography Club, Art Club, International Relations Club, Camera Club, Association for Childhood Education, Library Science Department and History Department.

Attendance at Assembly is required. Students will receive one (1) quality point for each semester of required regular attendance at assembly. The following policy of credits and penalties for absences will be followed:

Number of Absences	Grade	Quality Points
1	A	1
2	B	1
3	C	0
4	D	-1
5	E	-1

A record is kept of students' attendance and placed with the students' credential for graduation.

GENERAL INFORMATION

THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer sessions, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to secure credits toward a degree in education, or for permanent certification.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer. The mountain location provides a pleasant summer climate.

The Regular Summer Session of 1957 will open on June 24 and close on August 2. The pre-summer session will be three weeks, from June 3 to June 21. The post-session extends three weeks, from August 5 to August 23.

ACCELERATED PROGRAM

Students who take three summer terms of twelve weeks each, finish the four-year course in three years.

EVENING CLASSES

Thursday night classes are organized each semester for the convenience of the teachers of this area. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits.

PENNSYLVANIA REGIONAL AUDIO-VISUAL LIBRARY

Clarion State Teachers College serves as a distributing center for visual aids and equipment of the Pennsylvania Regional Audio-Visual Library.

Films, filmstrips, and other sensory aids held in this library contribute valuable resource material for the enrichment of courses of study in vocational and secondary education. Special fields in which materials are available include Vocational Agriculture, Vocational Homemaking, Vocational Trade-Industrial Education and Vocational Guidance.

Materials and projection equipment may be rented by the week at nominal rates.

UNIFORMS FOR PHYSICAL EDUCATION CLASS

The College requires a regulation uniform for all women taking physical education. These suits are purchased only at the College book store by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

GUESTS AT THE DORMITORIES

Arrangements for room guests in the dormitories must be approved by the Dean of Women or the Dean of Men. The guest rate is 50 cents per night.

Guest rates in the College dining room, payable to the dietitian, are as follows: breakfast, 50 cents; lunch, 75 cents; dinner, \$1.00.

STUDENT PERSONNEL SERVICES

Clarion provides not only for the academic training of young men and women, but also for their all-round development. To guide this development, certain student personnel services are provided. These

services enable those enrolled at Clarion to perform more adequately as students and to derive maximum benefit from all that the college has to offer in the way of recreation, leadership opportunities, religious activities, social functions, and various other academic, personal, and social functions. Every administrative or teaching member of the faculty is charged with the responsibility of helping students to make a wholesome adjustment to college life and of assisting in the program of advisement and guidance.

STUDENT GUIDANCE:

The student guidance at Clarion is organized under three principal phases: Pre-college counseling, testing, and advisement.

Pre-college counseling is part of our recruitment program of the college. Selected members of the faculty attend high school "College Nights"; also, various faculty members make school visitations from time to time. This general program is for the purpose of rendering service to the high schools in our district.

Selected tests are required of all entering students. Results of these tests are made available to the deans, advisers, and students.

Upon entering, the student is assigned to a faculty member who will act as his adviser during his freshman year. When the student makes a definite selection of a field of concentration a member of the department he chooses will become his adviser.

A student should consult with his adviser as often as is necessary to be assured he is meeting the graduation requirements and at such other times as he feels the need of counseling services. There will be definite meetings scheduled for advisers and students.

It is the responsibility of the student to check with the Dean of Instruction during the Junior and Senior years to see that he is meeting and will meet degree requirements by the time he expects to be graduated.

HEALTH SERVICE:

The teachers of health and physical education of the College are charged with health education. The Health Service at the College, attended by a registered nurse, provides dispensary care and limited infirmary service. The dispensary, located in Davis Hall, is well-equipped to handle emergency situations, and students who are ill enough to be confined to bed may be cared for in the infirmary. Every student is examined each year by the College Physician.

STUDENT EMPLOYMENT:

The college desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of need and merit. At the present time we have some places for table waiters and typists.

STUDENT LOANS AND SCHOLARSHIPS:

SCHOLARSHIPS:

State Scholarships. Holders of the State Scholarship may attend Clarion. These scholarships are obtained by taking competitive examinations under county superintendents in the senior year in high school.

H. W. Colegrove Scholarship Awards. A trust fund established at the First National Bank of Port Allegany by Mr. H. W. Colegrove provides for scholarships of \$100 each per year to be awarded to students from McKean County. (Port Allegany section.)

H. W. Colegrove Scholarship Loan Fund Trust. The will of Mr. Colegrove provides that the First National Bank of Port Allegany may make loans from his trust fund up to \$200 in any one year, and not more than \$500 to any one student, at the rate of 2% interest per annum while the borrower is attending school and 4% per annum after leaving school.

Anna B. Lilly Scholarship Fund. A scholarship of \$130 a year established by Anna B. Lilly will be awarded annually to a student of the college selected by ballot by the teachers of the college.

LOANS:

Funds for Worthy Students: The Alumni Association is sponsoring a permanent fund to be known as the *Clarion State Teachers College Student Loan Fund*. It has empowered the First Seneca Bank and Trust Company of Clarion, to place this fund on interest and to make loans out of it according to recommendations by a committee, consisting of the Chairman of the Board of Trustees, the President of the College, some other member of the faculty, and two alumni of the College. The committee has passed the following regulations: No more than \$300 shall be loaned to any student during the four years. Interest shall be 4 per cent from the date of graduation or from the date the student leaves school. Students obtaining loans must have a scholastic average of at least "C".

The Loan Fund of the Clarion County Chapter of the D. A. R. The Clarion County Chapter of the D. A. R. has established a loan fund to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

The Lorena Given Memorial Fund. In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The J. George Becht Memorial Loan Fund. In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

The 1913 Class Loan Fund. The class of 1913 established in 1928 a loan fund of \$205.35, to be administered in the same way as the Alumni Loan Fund.

A. J. Davis Loan Fund. The A. J. Davis Loan Fund in the amount of \$362.20 is to be administered in the same way as the Alumni Loan Fund.

The Frank L. Harvey Student Loan Fund. In the amount of \$1,000. The criteria to be used in making decisions as to the ones to borrow from this fund will be: (1) The real need for such a loan, (2) the love of children and young people, (3) a modicum of brains, (4) an understanding heart, (5) a sense of responsibility.

The R. H. Duntley Memorial Loan Fund. Miss Alice C. Duntley has established a loan fund in memory of her father, R. H. Duntley of the class of 1892, and a former Trustee of the College. It amounts to \$100 to be used as a loan to a senior student of Warren or McKean County and to be administered by the Alumni Loan Fund Committee.

The Christine A. Dickinson Memorial Loan Fund. A loan fund of \$150 has been established as a memorial to Christine A. Dickinson, alumna of Clarion, and for many years a teacher in the public schools of Ridgway, Pennsylvania. This fund is to be used preferably for elementary teaching students from Elk County, and is to be administered in the same way as the Alumni Loan Fund.

PLACEMENT SERVICE:

The College Placement Service assists Clarion graduates to obtain teaching positions in the public schools of Pennsylvania. Staff vacancy notices are received from the public schools in Western Pennsylvania and are relayed to those registered with the Placement Service as active candidates for employment. Assistance is given college students and school officials in the arrangement of employment interviews. Teacher placement records are prepared and distributed to support the candidacy of registrants. Student teaching skill, conduct, and general demeanor of students is presented in a professional manner by the Placement Service for review by prospective employers.

The Placement Service is a free service. Graduates of former years are served as well as current seniors, and all are urged to keep up their contacts with the Placement Service as means of professional promotion.

Counseling and guidance in placement matters are provided all registrants. Placement Services are provided to those living off campus as well as to dormitory residents. Following graduation, placement matters are handled by mail and telephone correspondence.

Address all communications to R. C. Skinner, Director of Teacher Training.

VETERANS' GUIDANCE:

Clarion is approved by the Veterans Administration to offer the regular degree curriculum to veterans and children of deceased veterans.

Credit for educational experience in the Armed Services is allowed on the basis of the recommendation of the American Council on Education.

Veterans seeking information should consult the Dean of Instruction.

FEES

I. STUDENT ACTIVITY FEE

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by Clarion Students' Association. This fee amounting to \$17.50 each semester, will cover the cost of student activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the summer session is \$2.00. Check for this amount must be drawn to the Clarion Students' Association, not to the Commonwealth of Pennsylvania.

II. CONTINGENT FEE

A. A Contingent Fee for residents of Pennsylvania, amounting to one hundred dollars for the regular year of thirty-six weeks or fifty dollars for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, students' welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

The Contingent Fee for five or fewer semester hours during a semester is \$9.00 per semester hour.

The Contingent Fee for the summer session is \$9.00 per semester hour. A minimum contingent fee of \$27.00 is charged for the summer term.

B. Students in the Library Science curriculum will be required to pay an additional fee of \$9.00 per semester to cover the cost of materials, supplies, equipment, and special services. For the six weeks summer session, this fee will be \$3.00. For part-time students in Library Science, this contingent fee for the special curriculum will be pro-rated on the basis of an 18 semester hour load.

C. The contingent fee for non-residents of Pennsylvania is \$9.00 per semester hour. The special Library Science contingent fee is the same as that for residents of Pennsylvania.

III. HOUSING FEES

A. For board, furnished room, heat, light, and limited laundry the charge shall be \$126.00 during each half semester. At the discretion of the president of the college, an additional \$36.00 may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session. No reduction shall be allowed for laundry done at home, nor for absence of a few days from the college.

B. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the loss.

C. An additional charge of one dollar shall be made to dormitory students for each day beyond three days in the regular college infirmary. This charge is not to cover special nursing and medical service.

There shall be a charge of \$2.00 a day to day students admitted to the regular college infirmary under the regulation of the College to cover board.

D. For students rooming off campus who board in the college dining room, board shall be \$81.00 per half semester during the regular semesters and \$9.00 per week during the summer sessions.

E. Cost of meals for transients: breakfast, 50c; lunch, 75c; dinner, \$1.00.

IV. MISCELLANEOUS FEES

A. A fee of \$5.00 is paid by each degree candidate to cover the cost of executing his diploma.

B. *Transcript Fee*

One copy of a transcript of credits earned at the State Teachers College at Clarion will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution.

C. *Late Registration Fee*

Effective September 1, 1939, each student registered after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regulation, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured from the President because of illness or

any other unavoidable causes. The same regulation shall apply to inter-semester payments. Registration is not complete until all fees are paid.

D. Deposits

A deposit of \$25.00 shall be made by all students. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee.

Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of this deposit. However, if students are not admitted by the college after paying the Advance Registration Deposit, they may receive \$15.00 of the registration deposit if they make written application to the Business Manager of the College before September of the year they expected to enter.

Check or Money Order for this amount must be drawn to the Commonwealth of Pennsylvania. All Post Office Orders must be drawn on the Post Office at Harrisburg.

V.

All fees must be paid in advance and no student shall be allowed to enroll, graduate, or receive a transcript of record against whom there are any unpaid charges.

VI. REPAYMENTS

A. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

B. A repayment will be made for personal illness, the same being certified by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

C. \$15.00 of the advance registration deposit will be returned to students provided they notify the College not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

D. There shall be no repayment for any part of the Student Activity Fee for any cause whatsoever.

E. Refunds will not be made unless the student quits school.

F. Students who start boarding in the dining room will not be permitted to drop out during the semester unless they leave school.

VII. SUMMARY OF FEES

(All fees are subject to change)

COST FOR STUDENTS LIVING AT THE COLLEGE

First Semester

Amount due September 4:

Activity Fee	\$ 17.50
Contingent Fee	25.00
Room, Board and Laundry	126.00
Total due September 4	168.50

Amount due November 4:

Contingent Fee	25.00
Room, Board and Laundry	126.00
Total due November 4	151.00

Total — First Semester\$319.50

Second Semester

Amount due January 27:

Activity Fee	\$ 17.50
Contingent Fee	25.00
Room, Board and Laundry	126.00
Total due January 27	168.50

Amount due March 31:

Contingent Fee	25.00
Room, Board and Laundry	126.00
Total due March 31	151.00

Total — Second Semester\$319.50

TOTAL FOR YEAR\$639.00

COST FOR STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Amount due September 4:

Activity Fee	\$ 17.50
Contingent Fee	25.00
Total due September 4	42.50

Amount due November 4:

Contingent Fee	25.00
Total — First Semester	\$ 67.50

Second Semester

Amount due January 27:

Activity Fee	\$ 17.50
Contingent Fee	25.00
Total due January 27	42.50

Amount due March 31:

Contingent Fee	25.00
Total — Second Semester	\$ 67.50
TOTAL FOR YEAR	\$135.00

A student's books for a year cost between \$20 and \$40, depending on the courses he takes.

SUMMER TERM COSTS

The Contingent Fee is \$9.00 for each semester hour of credit. (A minimum contingent fee of \$27.00 is charged for the summer term.)

Pre-session.....\$42.00 for board, room and limited laundry

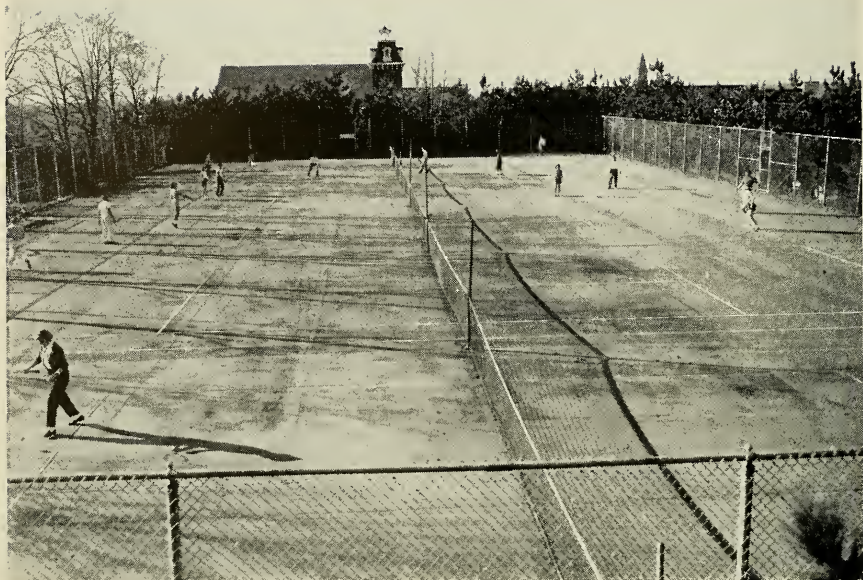
Regular session.....\$84.00 for board, room and limited laundry

Post session.....\$42.00 for board, room and limited laundry

An activity fee of \$2.00 will be charged for the regular session.



BECHT HALL — WOMEN'S DORMITORY



TENNIS



ARCHERY

SCHOLARSHIP REQUIREMENTS

QUARTERLY REPORTS

For the purpose of reporting the progress of students, each semester is divided into halves. At the end of the first half, each teacher submits to the Registrar a report for each student doing unsatisfactory work in his classes. These reports are sent to the students. At the end of a semester a permanent report is recorded for each student, a copy of which is sent to the student and parents or guardian.

GRADING SYSTEM

- A indicates superior attainment.
- B indicates attainment above average.
- C indicates average attainment.
- D indicates attainment below average.
- E indicates failure.
- Inc indicates incomplete work.
- W indicates withdrawal from a course.

Inc (incomplete) is not used unless a student has been in attendance through a semester or session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

All incomplete grades must be removed by the end of the following semester or they become failures.

SCHOLARSHIP REQUIREMENTS

Students whose failures in any semester or year amount to six or more semester hours shall not take all the regular work of the following semester or year. It is recommended that such students attend summer sessions to make up deficiencies.

Students shall not do student teaching unless they have passed in English I and II, nor shall students whose recorded or reported failures amount to six or more semester hours do such teaching. No student shall do student teaching unless he has a "C" average.

Quality points will be assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D, no quality points; E, .1 quality point.

To qualify for graduation, students must have a "C" average.

ACADEMIC AND PROFESSIONAL STANDING OF STUDENTS

The function of the Committee on Academic and Professional Standing of students is to review the academic and personnel records of all students whose academic average falls below a "C" or for whom a report of unsatisfactory professional fitness is rendered to the committee.

The committee operates under the following rules of procedure:

1. The Committee will meet shortly after the conclusion of each semester and also shortly after the time for issuance of mid-term comments each semester.

2. The Chairman of the Committee will present to the Committee at each meeting a list of all college students for whom the record shows a cumulative average less than "C", together with supplementary data of importance and of concern regarding academic standing of the students so listed. Included as suggested supplementary data are items such as mid-term comments and semester average quality points.

3. The Committee will take action, serving as a Committee as a whole, in placing college students on academic probation in accordance with the following rule:

- a. A student shall be placed on academic probation to take effect the next following semester whenever his cumulative average becomes less than "C" at the conclusion of a semester.

4. The Committee will recommend to the Dean of Instruction that a student be suspended for one full semester, to take effect the next following semester, if the student does not achieve a semester average of "C" or greater during a semester in course of which the student has been under academic probation; this is to be done unless the Committee finds extenuating circumstances in individual cases.

- a. If in the course of a probationary semester a student achieves a semester average of "C" or greater, but does not achieve a cumulative average of "C" or greater, because of such deficiency he shall be continued on probationary status for an additional semester.

5. The Committee will be guided in its work by the policy that guidance will be provided all students who may be placed on academic probation or academic suspension.

- a. Students who are placed on academic probation, or who are brought under consideration at the time of mid-term comments will be directed to report to the Office of the Dean for the purpose of being given whatever tests or other diagnostic measures the Dean may prescribe for all or for individuals.
- b. The Dean will prepare an information folder for each student who is placed on academic probation or who is brought under consideration at mid-term for probation. Such folder is to contain information of potential value in counseling the student, plus any suggested guides or forms considered of value in counseling to be given students by other committee members.
- c. The Dean will assign the students who are placed on academic probation to other members of the Committee for counseling. A list of students so assigned will be sent to each Committee member together with the appropriate folders for the students.
- d. Each Committee member will counsel the students assigned to him and place written record of recommendations and outcomes of the counseling in the individual student's folder.
- e. Following counseling, each student folder will be sent to the Office of the Dean of Instruction for review and subsequently forwarded to the Dean for filing.

6. Students who are placed on academic probation or suspension will be informed that a written report of their academic status will be forwarded to their parents or guardians, wife or husband, as the case may be; such report will be made by the Dean of Instruction acting as Chairman of the Committee on Academic and Professional Standing of Students.

7. The Chairman of the Committee will present to the whole Committee any information which he considers of importance concerning any college student whose status is such as to require committee inquiry and action as to professional fitness.

8. Procedures for handling cases of professional fitness of students shall be developed by the Committee and recorded in the Committee Journal.

ADMISSIONS

ADMISSION OF FRESHMEN

In accordance with the principles governing admission adopted by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges:

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. English Fundamentals and Psychological Tests.
5. A Personal Interview.

Candidates for admission must satisfy the following requirements in detail as outlined below.

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. College authorities will make an appraisal of the student's detailed secondary school record in order to determine his capacity to do satisfactory college work. In all cases the college shall seek further evidence from the results of a reliable aptitude test such as the American Council on Education Psychological Examinations and a test on Communications such as the Cooperative English test published by the Educational Testing Service.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director or other school official acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician reported on the adopted form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his service as a teacher.

4. Recommendations of two or more college staff members following a personal interview of the applicant.

5. For admission to special curricula the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

ADMISSION WITH ADVANCED STANDING

Students transferring from other institutions will not be accepted without official transcripts of credit and certificates of honorable dismissal. If the college transcript does not contain the high school record, a transcript from the high school is necessary. Such students are required to have an interview with an official of the college prior to the opening of the semester in which they wish to enter.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made grades of A, B, or C. Where the grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted. Passing grades of "D" in other institutions will not be accepted.

Students may not obtain a certificate or degree without a minimum residence of one year (thirty semester hours) in this College.

Teachers in service may complete in extension courses not more than 25 per cent of the courses required for a degree.

Students who are not graduates of an approved four-year high school, must have their credits evaluated by the State Department of Public Instruction, Harrisburg, Pennsylvania. Students who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted no more than 64 semester hours of credit toward a degree for their normal school work.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

In accordance with a state regulation a maximum of six semester hours of credit may be completed in one semester while a person is engaged in full-time teaching.

No credit is given for correspondence work taken after September 1, 1927, except that pursued through the United States Armed Forces Institute.

TESTING

To assist in the counseling of students, the college may require each freshman to take such other tests as the College deems advisable.

In order to determine the student's achievement for further guidance the college may administer to all sophomore students the Co-operative Tests in English, Contemporary Affairs and General Culture published by the Educational Testing Service. A careful study of each individual student by selected faculty members near the close of the sophomore year is also recommended.

In order to measure the academic success of the student as well as the effectiveness of the instructional program of the college, the college may administer a recognized terminal test.

ADMISSION OF FRESHMEN IN SEPTEMBER, 1957

Applicants for admission to the freshman class in 1957 should read and observe carefully the following procedure:

1. Come or send to the General Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personnel record blank, (2) the report of the medical examination, and (3) the report from secondary officials.
2. Bring or send the personnel record to the College before the date of the examinations. Have the examining physician send the medical examination record to the College. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Have a personal interview with an official of the College. The General Office of the College is open between the hours of 8:00 A.M. and 5:00 P.M. every day except Saturday, when the hours are from 8:00 A.M. to 12:00 M. At the time of the interview, students who expect to live in the dormitories should make arrangements for rooms.

Aptitude tests for all applicants will be given promptly at 10:15 A.M. on the following dates:

Saturday, March 16, 1957

Saturday, April 13

Saturday, May 11

Wednesday, June 12

Friday, June 28

Thursday, July 11

Wednesday, August 7

Saturday, August 17

Applicants should report to the Dean's office, first floor of Seminary Hall, by 10:00 A.M. The tests will be completed at 2:00 P.M. and interviews will be held at that time.

CERTIFICATION

The *Provisional College Certificate* is issued to applicants who complete any one of the approved four-year curriculums.

The *Permanent College Certificate* requires three years of successful teaching experience on the Provisional College Certificate in the public schools of the Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate.

Visual Education Requirement—Holders of temporary certificates of standard grade (normal school certificates, temporary standard certificates, and provisional college certificates) issued on and after September 1, 1935, shall have completed a course in visual aids and sensory techniques to qualify for permanent certification. One or more semester hours of credit in the course are satisfactory. This is in addition to meeting the experience requirements.

History Requirements—Subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania. Subsequent to September 1, 1944, all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

A college certificate for teaching in the elementary field may be validated for the teaching of secondary school subjects by the addition of twelve semester hours of professional work applicable to the secondary subjects, six of which must be student teaching.

In addition credits as specified in the lists of majors in the secondary field must be presented for each field in which certification is desired.

A college certificate for the teaching of secondary school subjects may be validated for the teaching of the elementary subjects on the completion of thirty semester hours of preparation in elementary education, including six semester hours of student teaching with pupils of an elementary grade level. The courses to be completed for this extension shall be chosen from the following list:

Teaching of Reading	Health or Physical Ed. in the Elementary School
Art in the Elementary School	Educational Measurements for Elementary teachers
Speech Correction	The Elementary School Curriculum
Child Psychology	Teaching of Elementary Social Studies
Elementary School Methods	Teaching of English
Teaching of Geography	Teaching of Elementary Science (Nature Study)
Civic Education	Principles of Elementary Education
Children's Literature	
Teaching of Arithmetic	
Music in the Elementary School	

No teacher will be certified in Elementary Education who has not completed a professional course or courses in Health, Art, and Music.

STUDENT TEACHING

STUDENT TEACHING FOR REGULAR STUDENTS

Those who major in secondary education are assigned to student teaching during either the seventh or eighth semesters. Each secondary major will receive an assignment for a full day of student teaching throughout one semester at one of the public school student teaching centers within commuting distance of the campus.

Those who major in elementary education are assigned to student teaching during the junior and senior years. Typically, the fifth semester is a time for a field study of a public school, the sixth semester provides a junior observation and participation program in the Campus Training School. The seventh or eighth semesters provide for senior student teaching in the Campus Training School.

STUDENT TEACHING CREDIT FOR TEACHERS IN SERVICE

Experienced teachers with three or more years of experience in teaching, who become candidates for a degree and who hold certificates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:

- (a) Earn the number of hours required in actual student teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester for all courses pursued, or
- (c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

EVALUATION OF CREDITS

Evaluations of the credits of students are considered valid only for the year in which distributions are made (year in which credits are earned). This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Teachers Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiry other than at registration periods, at the General Office.

CURRICULUMS

Clarion offers the following curriculums:

- I. A FOUR-YEAR CURRICULUM IN ELEMENTARY EDUCATION leading to the degree of Bachelor of Science in Education.
 1. Kindergarten-Primary
 2. Intermediate
- II. A FOUR-YEAR CURRICULUM IN SECONDARY EDUCATION designed to prepare for teaching in Junior and Senior high schools and leading to the degree of Bachelor of Science in Education.
- III. A FOUR-YEAR CURRICULUM IN LIBRARY SCIENCE EDUCATION leading to the degree of Bachelor of Science in Education.
- IV. DEGREE CURRICULUM FOR DENTAL HYGIENISTS.
- V. DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES.

FOUR YEAR ELEMENTARY CURRICULUM

(Sequence of courses subject to change for administrative reasons)

Any variation from the following schedule must be approved by the Dean.

FIRST SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Communication I	5	5
or English I (3-3) and Speech I (2-2)		
Professional Orientation	3	3
Basic Biology	4	3
Health	2	2
World Geography	3	3
ELECTIVES	0	0
	<hr/>	<hr/>
Total	17	16

SECOND SEMESTER

REQUIRED		
Communication II	5	5
or English II (3-3) and Speech II (2-2)		
**Introduction to Art	3	2
**Introduction to Music	3	2
Basic Physical Science	4	3
*Physical Education I	2	1
Geography of the U. S. and Pa.	3	3
ELECTIVES	0	0
	<hr/>	<hr/>
Total	20	16

THIRD SEMESTER

REQUIRED		
World Culture I	5	5
or Literature I (2-2) and History of Civilization I (3-3)		
Music for the Elementary Grades	2	2
*Physical Education II	2	1
Science for the Elementary Grades	3	3
Art for the Elementary Grades	2	2
ELECTIVES	3	3
	<hr/>	<hr/>
Total	17	16

FOURTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
World Culture II or Literature II (2-2) and History of Civilization II (3-3)	5	5
Audio-Visual Education	3	2
Teaching of Music in the Elementary Schools	4	3
Teaching of Art in the Elementary Grades	4	3
*Physical Education III	2	1
ELECTIVES	2	2
Total	20	16

FIFTH SEMESTER

REQUIRED		
History of the United States and Pennsylvania I	3	3
Language Arts in the Elementary Grades	9	9
or Teaching of Reading (3-3), Teaching of Language (3-3), Children's Literature (3-3)		
General Psychology	3	3
Teaching of Health	3	2
ELECTIVES	0	0
Total	18	17

SIXTH SEMESTER

History of the United States and Pennsylvania II ..	3	3
Child Development	3	3
Social Living in the Elementary Grades	9	9
or Teaching of Arithmetic (3-3), Teaching of Elementary Science (3-3), Teaching of Social Studies and Geography (3-3)		
ELECTIVES	3	3
Total	18	18

SEVENTH SEMESTER

REQUIRED		
American Government	3	3
Home and Family Living (3-3)	3	3
or Introduction to Philosophy (3-3)		
Educational Psychology and Evaluative Techniques	3	3
ELECTIVES	6	6
Total	15	15

EIGHTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Student Teaching and Direction of Student Activities	30	12
Professional Practicum including School Law	2	2
ELECTIVES	0	0
	—	—
Total	32	14
GRAND TOTAL		128

*Physical Education I, II, and II may be individual or group activity.

**All or any part of these courses may be scheduled as a part of the unit in World Culture and the corresponding semester hours added to World Culture.

A student may be given the privilege of taking an examination in any subject matter area in which he registers for the purpose of securing exemption from taking a course.

A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

SPECIALIZATION AND ELECTIVES

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for Kindergarten and Grades One to Six inclusive and for Grades Seven and Eight if not in an approved Junior High School or a Junior-Senior High School.

Students may specialize in Early Childhood, in Intermediate Grade or in Upper Grade teaching by selecting appropriate electives.

REQUIRED

Courses listed in the elementary curriculum outline.

COURSE TITLES	Clock Hours	Semester Hours
ELECTIVES		
Arts and Crafts	6	3
Child Adjustment	3	3
Child Psychology	3	3
Creative Activities in the Elementary School	3	3
Creative Art	3	3
Creative Design	3	3
Diagnostic and Remedial Reading	3	3
Harmony I	3	3
Harmony II	3	3
History and Appreciation of Music	3	3
Pre School Education	3	3
Problems in Elementary School Art	3	3
School and Community	3	3
Speech Development and Improvement	3	3
Speech Problems	3	3
Teaching the Exceptional Child	3	3
The Teaching of a Foreign Language in the Elementary Field	3	3

Students may also elect courses in academic fields and special curriculums offered at the college.

FOUR YEAR SECONDARY CURRICULUM

(Sequence of courses subject to change for administrative reasons)

Any variation from the following schedule must be approved by the Dean.

FIRST SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Communication I	5	5
or English I (3-3) and Speech I (2-2)		
Basic Biology	4	3
Health	2	2
World Geography	3	3
ELECTIVES	2	2
Total	16	15

SECOND SEMESTER

REQUIRED		
Communication II	5	5
or English II (3-3) and Speech II (2-2)		
Basic Physical Science	4	3
*Physical Education I	2	1
Professional Orientation	3	3
Fundamentals of Mathematics	3	3
ELECTIVES	2	2
Total	19	17

THIRD SEMESTER

REQUIRED		
World Culture I	5	5
or Literature I (2-2) and History of Civilization I (3-3)		
**Introduction to Art	3	2
*Physical Education II	2	1
***Science in Modern Civilization	3	3
ELECTIVES	6	6
Total	19	17

FOURTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
World Culture II or Literature II (2-2) and History of Civilization II (3-3)	5	5
**Introduction to Music	3	2
*Physical Education III	2	1
ELECTIVES	9	9
Total	19	17

FIFTH SEMESTER

REQUIRED		
History of the United States and Pennsylvania I...	3	3
Audio-Visual Education	3	3
General Psychology	3	3
ELECTIVES	8	8
Total	17	16

SIXTH SEMESTER

REQUIRED		
History of the United States and Pennsylvania II..	3	3
Problems of Secondary Education, including Guidance	3	3
Educational Psychology and Evaluative Techniques	3	3
ELECTIVES	7	7
Total	16	16

SEVENTH SEMESTER

REQUIRED		
American Government	3	3
Home and Family Living (3-3) or Introduction to Philosophy (3-3)	3	3
ELECTIVES	10	10
Total	16	16

EIGHTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Student Teaching and Direction of		
Student Activities	30	12
Professional Practicum, including School Law	2	2
ELECTIVES	0	0
	<hr/>	<hr/>
Total	32	14
GRAND TOTAL		128

*Physical Education I, II and III may be individual or group activity.

**All or any part of these courses may be scheduled as part of the unit in World Culture. If combined, the semester hours devoted to World Culture will be correspondingly increased.

***Science in Modern Civilization is not required when the first field of specialization is any science.

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. The first field shall require not fewer than thirty-eight (38) semester hours in general science; thirty-five (35) semester hours in chemistry, physics, or English; thirty (30) semester hours in history, social science, social studies, or biological science; twenty-four (24) semester hours in foreign language, geography, mathematics, or general speech.
2. The second field shall require not fewer semester hours in one particular area of study than the minimum required for certification.

A student may be given the privilege of taking an examination in any subject matter area in which he registers for the purpose of securing exemption from taking a course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

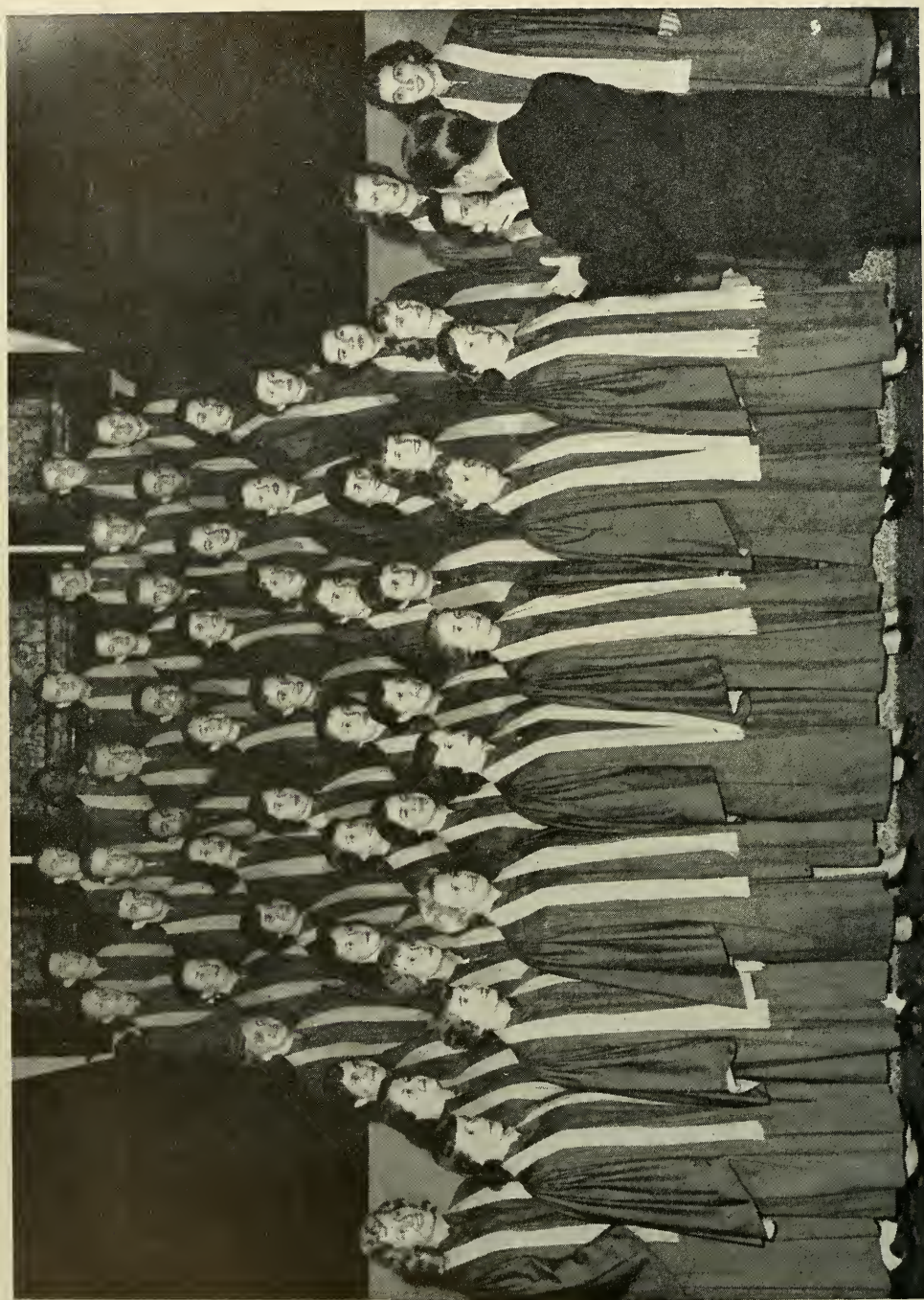
Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.



ART CLUB



STUDENT UNION



COLLEGE CHOIR

LIBRARY SCIENCE CURRICULUM

The State Council of Education on December 3, 1937 approved the establishment at State Teachers College, Clarion, of a curriculum for the education of teacher librarians. Clarion is the only State Teachers College in the western part of Pennsylvania authorized by the Department of Public Instruction to offer training for teacher librarians.

Library Science courses are offered as one of the elective fields for students in a four-year curriculum. A specific group of courses is intended to prepare a student either as a part-time or full-time librarian in a public school library. Students majoring in library science also become certified to teach in one or more other fields such as history, English, mathematics, Latin, French, Spanish, chemistry, physics, biology, or geography.

A student must have a "C" average to enter the library science curriculum.

The library science courses are as follows:

	Clock Hours	Semester Hours
Administration of School Libraries I	2	2
Book Selection I	3	3
Administration of School Libraries II	3	3
Reference Service I	2	2
Cataloging and Classification I	3	2
Reference Service II	2	2
Book Selection II	3	3
Cataloging and Classification II	2	2
Enrichment Materials I	3	3
Books and Libraries as a Social Force	3	3
Library Practice	15	6
Administration of School Libraries III	3	3
Enrichment Materials II	2	2

FOUR YEAR CURRICULUM IN LIBRARY SCIENCE

(Sequence of courses subject to change for administrative reasons)

FIRST SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Communication I	5	5
or English I (3-3) and Speech I (2-2)		
Basic Biology	4	3
Health	2	2
World Geography	3	3
ELECTIVES	2	2
	<hr/>	<hr/>
Total	16	15

SECOND SEMESTER

REQUIRED		
Communication II	5	5
or English II (3-3) and Speech II (2-2)		
Basic Physical Science	4	3
*Physical Education I	2	1
Professional Orientation	3	3
Fundamentals of Mathematics	3	3
ELECTIVES	2	2
	<hr/>	<hr/>
Total	19	17

THIRD SEMESTER

REQUIRED		
World Culture I.....	5	5
or Literature 1 (2-2) and History of Civilization I (3-3)		
**Introduction to Art	3	2
*Physical Education II	2	1
Administration of School Libraries I	2	2
American Government	3	3
Home and Family Living (3-3)	3	3
or Introduction to Philosophy (3-3)		
	<hr/>	<hr/>
Total	18	16

FOURTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
World Culture II or Literature II (2-2) and History of Civilization II (3-3)	5	5
**Introduction to Music	3	2
*Physical Education III	2	1
Book Selection I	3	3
Science in Modern Civilization	3	3
ELECTIVES	3	3
Total	19	17

FIFTH SEMESTER

REQUIRED		
History of the United States and Pennsylvania I....	3	3
Audio-Visual Education	3	2
General Psychology	3	3
Administration of School Libraries II	3	3
Reference Service I	2	2
Cataloging and Classification I	3	2
ELECTIVES	1	1
Total	18	16

SIXTH SEMESTER

REQUIRED		
History of the United States and Pennsylvania II..	3	3
Problems of Secondary Education including Guidance	3	3
Educational Psychology and Evaluative Techniques	3	3
Reference Service II	2	2
Book Selection II	3	3
Cataloging and Classification II	2	2
Total	16	16

SEVENTH SEMESTER

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Student Teaching and Direction of Student Activities	15	6
Professional Practicum including School Law	2	2
Enrichment Materials I	3	3
Books and Libraries as a Social Force	3	3
ELECTIVES	2	2
Total	25	16

EIGHTH SEMESTER

REQUIRED		
Library Practice	15	6
Administration of School Libraries III	3	3
Enrichment Materials II	2	2
ELECTIVES	4	4
Total	24	15
GRAND TOTAL		128

*Physical Education I, II, and III may be individual or group activity.

**All or any part of these courses (1-3) S.H. may be scheduled as part of the unit in World Culture.

Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

The degree of Bachelor of Science in Education will be conferred upon Dental Hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction.

"The professional education requirement for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks of not less than thirty hours each week or its equivalent in the graduation from a dental hygiene school approved by the State Council and Examining Board."*

2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

	Semester Hours
A. EDUCATION	11
(1) Professional Orientation	3
(2) General Psychology	3
(3) Educational Psychology and Evaluative Techniques	3
(4) Audio-Visual Education	2
B. GENERAL EDUCATION	41
(1) Communication I	5
or English I (3-3) and Speech I (2-2)	
Communication II	5
or English II (3-3) and Speech II (2-2)	
(2) Fine Arts	4
a. Introduction to Art	2
b. Introduction to Music	2
(3) Geography	6
a. World Geography	3
b. Geography of U.S. & Canada	3
(4) World Culture I	5
or Literature I (2-2) and History of Civilization I (3-3)	
World Culture II	5
or Literature II (2-2) and History of Civilization II (3-3)	

	Semester Hours
(5) Social Studies	11
a. American Government	3
b. Economics	3
c. History of the United States and Penna.	3
d. Sociology	2
C. ELECTIVES	12
	<hr/>
	Total 64

In each category above, credit will be given for equivalent courses pursued in the two year Dental Hygiene Curriculum. In such cases students must increase their electives by the number of semester hours so credited.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the College in which the student is enrolled.

The curriculum will be effective as of January 23, 1951.

*Bulletin 644, 1950 Rules and Regulations for Applicants for Admission to Examination for Licensure to Practice Dentistry and Dental Hygiene and Examination Procedures.

Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public Nursing

	Semester Hours
Public School Nursing	2
Public School Organization	2
Public Health Nursing	6
Nutrition and Community Health	2
Family Case Work	3
TOTAL	15

B. General and Professional Education

History of the United States and Pennsylvania	3
World Culture	5
American Government	3
Professional Orientation to Education	3
Educational Psychology	3
Audio-Visual Education	2
TOTAL	24

C. Electives

TOTAL	45
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In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college.

The curriculum will be effective June 1, 1951.

Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.

AREAS OF SPECIALIZATION BIOLOGICAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Botany I	6	4
Botany II	6	4
Zoology I	6	4
Zoology II	6	4
*Teaching of Science in the Secondary School	3	3
RESTRICTED ELECTIVES. (At least one course to be selected from each group below)		
Group 1. Field Courses		
Field Botany	5	3
Ornithology	5	3
Entomology	5	3
Ecology	5	3
Field Zoology	5	3
Group 2. Laboratory Courses		
Vertebrate Anatomy	5	3
Physiology	5	3
Microbiology	5	3
Parasitology	5	3
Genetics	5	3

*Required only when Biological Science is the first field.

Science in Modern Civilization is not required when the first field of specialization is any science.

Basic Biology is not required when Biological Science is a field of specialization.

CHEMISTRY

(First field 35 S.H.; Second field 18 S.H.)

REQUIRED		
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
**Physics I	6	4
**Physics II	6	4
*Teaching of Science in the Secondary School	3	3

When Chemistry is the Second Field, the requirement should be eighteen (18) hours of Chemistry.

COURSE TITLES	Clock Hours	Semester Hours
ELECTIVES		
Organic Chemistry I	6	4
Organic Chemistry II	5	3
Biological Chemistry	6	3
Physical Chemistry	5	3
Collodial Chemistry	6	3
Industrial Chemistry	5	3
Chemistry of Foods and Nutrition	5	3
Water Analysis	4	2

*Required only when Chemistry is the First Field.

Students who select Chemistry as a First Field with Physics as a Second Field may count the required hours in Physics I and II towards the Second Field thereby reducing the First Field to 27 hours. If any area other than Physics is the Second Field, Physics I and II will be taken as a part of the First Field in addition to the required 24 credits in Chemistry and 3 credits in Teaching of Science in the Secondary School thereby making the total credits 35 hours.

Science in Modern Civilization is not required when the First Field of specialization is any Science.

**Will be counted as a part of the second field when Physics or Physical Science is the second field.

Basic Physical Science is not required when Chemistry is a field of specialization.

PHYSICAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

REQUIRED

Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Physics I	6	4
Physics II	6	4
*Teaching of Science in the Secondary School	3	3

In order to meet the minimum certification in Physical Science, selected as a second field, the student should be required to take an additional three (3) credits in "courses definitely related to the physical sciences."

The requirements for a second field in Physical Science should be satisfied by "Chemistry, eight (8) semester hours, Physics, eight (8) semester hours, and one additional course in either Chemistry or Physics."

ELECTIVES

To be selected from Chemistry, Earth Science or Physics.

*Required only when Physical Science is the First Field.

Basic Physical Science is not required when Physical Science is a field of specialization.

THE FIELD OF SCIENCE

(First field only, 38 S.H.)

When the Field of Science is offered as a first field and another science offered as a second field, no credits earned in the first may be counted in the second field.

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Botany I	6	4
Botany II	6	4
Zoology I	6	4
Zoology II	6	4
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Earth Science	3	3
Physics I	6	4
Physics II	6	4
*Teaching of Science in the Secondary Schools	3	3

*Required only when The Field of Science is the First Field.

Science in Modern Civilization is not required when the First Field of specialization is any science.

Basic Biology and Basic Physical Science are not required when the Field of Science is a field of specialization.

PHYSICS

(First field 35 S.H.; Second field 18 S.H.)

REQUIRED		
Physics I	6	4
Physics II	6	4
**Inorganic Chemistry I	6	4
**Inorganic Chemistry II	6	4
*Teaching of Science in the Secondary School	3	3

When Physics is the Second Field the requirement is eighteen (18) hours of Physics.

ELECTIVES

Magnetism and Electricity	6	4
Mechanics	6	4
Heat	6	4
Electronics	5	3
Optics	5	3
Sound	5	3
Physical Measurements	Variable	

Students who select Physics as a First Field with Chemistry as a Second Field may count the required hours in Chemistry I and II towards the Second Field thereby reducing the First Field to 27 hours. If any area other than Chemistry is the Second Field, Chemistry I and II will be taken as a part of the First Field in addition to the required 24 credits in Physics and 3 credits in Teaching of Science in the Secondary School thereby making the total credits 35 hours.

*Required only when Physics is the First Field.

Science in Modern Civilization is not required when the first field of specialization is any Science.

Basic Physical Science is not required when Physics is a field of specialization.

Competency in Mathematics to carry the work of Physics is a prerequisite for specialization in Physics as a first field. Courses in College Algebra and Trigonometry are recommended.

**Will be counted as a part of the Second Field when Chemistry or Physical Science is the Second Field.

ENGLISH

(First field 35 S.H.; Second field 18 S.H.)

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
*Communication I or English I (3-3) and Speech I (2-2)	5	5
*Communication II or English II (3-3) and Speech II (2-2)	5	5
**World Culture I (5-5) or Literature I and History of Civilization I	2	2
**World Culture II (5-5) or Literature II and History of Civilization II (3-3)	2	2
***Teaching of English in Secondary Schools	3	3

RESTRICTED ELECTIVES

At least one course must be selected from each of Groups 1, 2, 3 and 4.

Group 1. Survey Courses:

American Literature	3	3
English Literature	3	3
American Poetry	3	3
American Prose	3	3
Children's Literature	3	3

COURSE TITLES		Clock Hours	Semester Hours
Group 2.	Period Courses:		
	Pre-Shakespearean Literature	3	3
	Shakespeare	3	3
	Eighteenth Century Literature	3	3
	The Romantic Movement	3	3
	Victorian Literature	3	3
Group 3.	Literary Form Courses:		
	Criticism	3	3
	Modern Drama	3	3
	The Novel to 1870	3	3
	Contemporary Novel	3	3
	The Essay	3	3
	Contemporary Poetry	3	3
	Short Story	3	3
	Literature of Biography	3	3
Group 4.	Composition:		
	Creative Writing	3	3
	Journalism	3	3
	Advanced Composition	3	3
	English Philology and Grammar	3	3

*In Communication I and Communication II, five (5) semester hours for each course will be counted toward specialization in English as a first field provided General Speech is not used as a second field, in which case three (3) hours count for English and two (2) hours count for Speech.

**World Culture I and II are composite courses. Each course will carry two (2) semester hours toward specialization in English.

***Required only when English is the First Field.

FRENCH

(First field 24 S.H.; Second field 18 S.H.)

REQUIRED

French I	3	3
French II	3	3
French III	3	3
French IV	3	3

ELECTIVES

French V	Survey of Literature	3	3
French VI	Survey of Literature	3	3
French VII	Advanced Language and Techniques	3	3
French VIII	French Classical Drama	3	3
French IX	French Literature of the 19th Century	3	3
French X	Development of the French Novel	3	3

SPANISH

(First field 24 S.H.; Second field 18 S.H.)

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
Elementary Spanish I and II	6	6
Intermediate Spanish I and II	6	6
Introduction to Spanish Literature	3	3
Spanish Conversation	3	3
ELECTIVES		
Advanced Spanish Conversation	3	3
Commercial Spanish	4	4
Spanish-American Literature	6	6
Contemporary Spanish Drama	6	6

GEOGRAPHY

(First field 24 S.H.; Second field 18 S.H.)

REQUIRED		
World Geography	3	3
*Teaching of Geography in Secondary Schools	3	3

RESTRICTED ELECTIVES

At least one course must be chosen from each group.

Group 1. Earth Studies:

Climatology	3	3
Geology	3	3
Meteorology	3	3
Physiography	3	3
Cartography	3	3

Group 2. Economics:

Economic Geography	3	3
Commercial Air Transportation	3	3
Conservation of Natural Resources....	3	3
Geographic Influence in American History	3	3
Trade and Transportation	3	3

Group 3. Regional Studies:

Geography of Pennsylvania	3	3
Geography of Asia	3	3
Geography of Africa and Australia....	3	3
Geography of Europe	3	3
Geography of Far East	3	3
Geography of Latin America	3	3
Geography of U.S. and Canada	3	3
World Problems in Geography	3	3
Field Courses (as approved)	3	3

*Required only when Geography is the First Field.

MATHEMATICS

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Mathematics will not be required to take Fundamentals of Mathematics.

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		
College Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Calculus I (Differential)	3	3
Calculus II (Integral)	3	3
*Teaching of Mathematics in Secondary Schools	3	3
ELECTIVES		
Advanced College Algebra	3	3
Synthetic Geometry	3	3
Spherical Trigonometry and Navigation	3	3
Statistics	3	3
History of Mathematics	3	3
College Geometry	3	3
Field Work in Mathematics	3	3
Calculus III	3	3
Mathematics of Finance	3	3

*Required only when Mathematics is the First Field.

SAFE DRIVING AND GENERAL SAFETY EDUCATION

At a meeting of the State Council of Education, January 9, 1948, the following regulations were passed for the certification of teachers in the field of Education for Safe Living (Highway Safety and General Safety Education):

Effective in 1951, twelve (12) semester hours will be required for the extension of a teacher's certificate to cover this field.

Courses offered will be selected from the following or equivalent approved courses.

Driver Education and Traffic Safety in

Secondary Schools	3	3
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General Safety Education	3	3
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Organization and Administration in

Safety Education	3	3
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Materials and Methods of teaching Safety

in the Secondary Schools	3	3
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Materials and Methods of Teaching Safety

in the Elementary Schools	3	3
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The Psychology of Accident Prevention	3	3
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Visual and other aids in Safety Education	3	3
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SOCIAL STUDIES

(First field 36 S.H.; Second field 24 S.H.)

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		27
History of Civilization I	3	3
History of Civilization II	3	3
History of U.S. and Pennsylvania I	3	3
History of U.S. and Pennsylvania II	3	3
American Government	3	3
Home and Family living <i>or</i>	3	3
Introduction to Philosophy		
Principles of Economics	3	3
Principles of Sociology	3	3
*Teaching Social Studies in Secondary Schools	3	3
RESTRICTED ELECTIVES		9

(Students who choose Social Studies as a first field will elect at least one course from each group.)

Group I—Sociology and Economics:

Contemporary Social Problems	3	3
Contemporary Economic Problems	3	3
Industrial Relations	3	3

Group II—Political Science:

Comparative Government	3	3
State and Local Government	3	3
International Relations	3	3
United Nations: Organization and Function	3	3

Group III—History:

History of Europe to 1815	3	3
History of Europe since 1915	3	3
History of the Far East	3	3
History of Latin America	3	3
History of Pennsylvania	3	3

*Required only when Social Studies is a first field.

HISTORY

(First field 30 S.H.; Second field 18 S.H.)

COURSE TITLES	Clock Hours	Semester Hours
REQUIRED		15
History of Civilization I	3	3
History of Civilization II	3	3
History of U.S. and Pennsylvania I	3	3
History of U.S. and Pennsylvania II	3	3
*Teaching Social Studies in Secondary Schools	3	3
RESTRICTED ELECTIVES		15
(Students who choose History as a first field will elect at least one course from each group.)		
Group 1—United States History:		
Contemporary United States History	3	3
American Constitutional History and Law	3	3
Diplomatic History of the United States	3	3
Group II—European History:		
History of Europe to 1815	3	3
History of Europe since 1815	3	3
Contemporary European History	3	3
Renaissance and Reformation	3	3
Group III—Regional History:		
History of Pennsylvania	3	3
History of England	3	3
History of Far East	3	3
History of Middle East	3	3
History of Latin America	3	3
History of Twentieth Century World	3	3

*Required only when History is a first field.

SOCIAL SCIENCE

(Second field 18 S.H.)

REQUIRED		18
Principles of Sociology	3	3
Principles of Economics	3	3
ELECTIVES		
Group I		
Contemporary Social Problems	3	3
Contemporary Economic Problems	3	3
Industrial Relations	3	3



DINNER — FIRST SHIFT



TOBOGGAN SLIDE



MAJORETTES

COURSE TITLES	Clock Hours	Semester Hours
Group II		
Comparative Government	3	3
State and Local Government	3	3
International Relations	3	3
United Nations: Organization and Function	3	3

GENERAL SPEECH

(First field 24 S.H.; Second field 18 S.H.)

REQUIRED

*Communication I (5-5) or English Composition I (3-3) and Speech I	2	2
*Communication II (5-5) or English Composition II (3-3) and Speech II	2	2
Phonetics and Voice	3	3
Oral Interpretation	3	3
Play Production	3	3
Teaching of Speech in Secondary Schools	2	2

ELECTIVES

Stagecraft, Scenic Design and Lighting	3	3
Debate, Group Discussion and Parliamentary Procedure	3	3
Radio I	3	3
Radio II	3	3
Creative Dramatics and Story Telling	3	3
Costume and Make-up	3	3
Choral Speaking	3	3
Community Dramatics and Pageants	3	3
Speech Development and Improvement	3	3
Speech Problems	3	3

*Communication I and II are composite courses. Each course will carry 2 S.H. credit toward specialization.

DESCRIPTION OF COURSES

GENERAL EDUCATION

The purpose of general education courses, which are required chiefly in the first two years, is to provide the educational experiences essential to all persons. It is directed toward the development of the individual rather than the accumulation of facts which may have little or no bearing upon the art of living. The student must be able to read, speak, write, and listen intelligently. He must understand himself, his family, and people with whom he associates in order to make the necessary adjustments for effective group living. He must understand and enjoy such things as music, art, and literature, and participate to some extent in some form of creative activity. He must be able to understand his physical environment, and the usefulness of science in the modern world. General education seeks to develop the student toward a higher type of personal and social living.

With these purposes in mind, the general education program falls into five broad areas. These are as follows:

- (1) Communication (English and Speech)
- (2) Humanities (Art, music, literature)
- (3) Social studies
- (4) Natural Science
- (5) Health and Physical Education

English I

Three hours per week
Three semester hours

Review of grammar, analysis of construction, practice in good usage, remedial work in punctuation, spelling, and mechanics of English, vocabulary study. Writing of brief compositions for self expression, also reading to stimulate thinking on problems of our age. The college librarians collaborate with the English Department on the introduction of library usage in relation to composition and literature requirements.

English II

Three hours per week
Three semester hours

Study and application of the laws of composition; methods and types of exposition; description and narration. Paragraph and theme writing; analysis of literary samples; book reviewing; outlining; assembling bibliography. Continued functional practice in mechanics. Prerequisite: English I.

Speech I

Two hours per week
Two semester hours

Study and application of fundamental principles of effective speaking; training in selection, organization, and development of materials suitable for speeches; recording and analysis of voice; emphasis on personality adjustments as related to speaking-listening situation.

*Speech II*Two hours per week
Two semester hours

Continuation of Speech I with special emphasis on group discussion and parliamentary procedure; expository, narrative, and descriptive materials; speeches for special occasions; interpretive and choral reading.

*Literature I and II*Two hours per week for two semesters
Four semester hours

As an introduction to literature, this course is designed to provide opportunities for both wide and extensive reading which will familiarize students with the development of human thought as it has found expression in the recognized literary masterpieces of all times and peoples.

*Introduction to Art*Three hours per week
Two semester hours

A generalized course for all students who expect to become teachers. The function of art and the artist as an important part of today's society is studied, discussed, and evaluated. Art of other periods is given consideration as a basis for understanding and interpreting the present. Student needs are considered in relation to dress, furnishings, and other minor art forms. Studio work, with emphasis on experimentation in a broad range of material is encouraged in order to develop an understanding of the creative process and sensitivity to all art forms.

*Introduction to Music*Three hours per week
Two semester hours

This course provides an orientation in music experience which aims to equip the prospective teacher with knowledge and understanding of music as it relates to general education and the art of daily living. Through the use of recordings, radio, concerts, and other media, every possible contact is made with music. The possibility of correlation with other subjects is explored. This course is required of all sophomores in general education. No prerequisite courses or special abilities are required.

*History of Civilization I and II*Three hours per week for two semesters
Six semester hours

A study of the origin and development of the political, social, economic and religious institutions which constitute modern civilization, with emphasis upon broad movements to make realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

*History of United States and Pennsylvania I*Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from the beginning of the colonial period to the end of the Civil War. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular.

History of United States and Pennsylvania II Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of the labor world power, our part in World War I and II and the activities of our nation in behalf of international organization.

American Government Three hours per week
Three semester hours

The study of the general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government—legislative, executive and judicial; rights and duties of citizenship, the electorate, political parties, civil rights and the growing regulatory functions of government are carefully treated.

Home and Family Living Three hours per week
Three semester hours

This course deals with the development of the family and the home in its historical, economic, and legal aspects. The various factors influencing the organization, disorganization and reorganization of the family are considered, as well as the modern trends in this basic institution.

Introduction to Philosophy Three hours per week
Three semester hours

An introduction to philosophy with emphasis upon current and pertinent problems. An historical survey of the contributions of outstanding ancient and modern philosophies. Especial attention is given to ethical implications.

World Geography Three hours per week
Three semester hours

A basic course organized to develop a knowledge and appreciation of the physical factors of the environment, and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are emphasized in relation to their influence on the economic and cultural activities of man.

Science in Modern Civilization Three hours per week
Three semester hours

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implication. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

Basic Biology Four hours per week
Three semester hours

This course deals with the principles of Biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly.

*Basic Physical Science*Four hours per week
Three semester hours

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and uses of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems.

*Health Education*Two hours per week
Two semester hours

Consideration is given to the physical and mental equipment of the individual with the hope that practical application will be made in personal and community living. Prerequisite: None.

*Physical Education I*Two hours per week
One semester hour

The development and practice of skills and attitudes in seasonal activities which may be carried on in college and after college. Achievement tests are given to determine the needs of the student.

*Physical Education II*Two hours per week
One semester hour

A continuation of Physical Education I with greater emphasis and active participation in activities learned in Physical Education I.

*Physical Education III*Two hours per week
One semester hour

Specialization in selected activities aimed to bring personal performance ability to advanced levels.

ART AND MUSIC

*Introduction to Art*Three hours per week
Two semester hours

This is a generalized course for every one who expects to become a teacher. Its main objective is the development of culture through an appreciation of the fine arts. The needs of the individual are considered in relation to dress, home-furnishing, architecture, the minor arts, etc., and a text is used as a reference book for these topics. Use is also made of the college library and the museum. Much contemporary art material is brought in by the students, for discussion and study.

*Art Review*Two hours per week
No credit

A review of basic information and techniques with emphasis on gaining an understanding of the fundamental principles of design and their application to art products. Studio projects are developed around the needs of the students. Recommended for all students with limited art background.

*Art for the Elementary Grades*Two hours per week
Two semester hours

This course is for Elementary teachers, all of whom should have a knowledge of the theory and practice of teaching art in the public schools. The social and psychological sides of art as well as the best modern pedagogy are given careful attention. Methods of presentation are considered as well as techniques, art materials, processes and sources.

*Teaching Art in the Elementary Grades*Four hours per week
Three semester hours

Art for the Elementary Grades is a prerequisite and both courses together constitute one unit. The objectives and achievements are similar to those of Art for the Elementary Grades.

*Art Crafts*Three hours per week
Three semester hours

This is a course with a dual purpose. First, it is an enrichment course meant to give vital experience with the arts and crafts to any college student, either secondary or elementary. Second, it is to provide sufficient knowledge and skill for teaching of the arts and crafts in the elementary field. A great deal of freedom is given students in initiating their own projects, and carrying them out. Stencilling, weaving, decorative painting, and modelling are only a few of the many offered.

*Creative Art*Three hours per week
Three semester hours

The aim of this elective course is to develop expression in drawing, oil painting, or other art media. The studies are selected and arranged with regard to the individual interests of the student. No prerequisite. This course is open to all curricula.

*Practical Problems in Art Education*Three hours per week
Three semester hours

Practical problems in art education may be and usually are varied in nature. Some students require more information regarding methods of teaching and others feel that more art techniques are desirable. Whatever the students regard as problems are considered the objectives of the course and are studied to the point where student needs are considered to be satisfied.

*Introduction to Music*Three hours per week
Two semester hours

This course provides an orientation in music experience which aims to equip the prospective teacher with a knowledge and understanding of music as it relates to general education and the art of daily living. Through the use of recordings, radio, concerts, and other media, every possible contact is made with music. The possibility of correlation with other subjects is explored. This course is required of all sophomores in general education. No prerequisite courses or special abilities are required.

*Fundamentals of Music*Two hours per week
No credit

This course is given to all students of the Elementary Curriculum who do not meet the prescribed requirements of a Standard Achievement Test in Music and who are unable to sing a simple melody in tune. Fundamentals of Music includes the study of intervals, tetrachords, and scales, measures and key signatures, simple and compound rhythms, notation and terminology, simple chord patterns (written and keyboard), simple melodic and harmonic dictation. Prerequisite to: Music for the Elementary Grades.

*Music for the Elementary Grades*Two hours per week
Two semester hours

This course is required of all students of the Elementary Curriculum. It is designed to equip graduates of the Elementary Curriculum to teach music in the primary grades. Fundamentals are reviewed, keyboard facility and the child's voice are studied, together with the five-fold music programs of Kindergarten through grade three. Observation with participation is a vital part of the classroom procedure. Prerequisite: Fundamentals of Music.

*Teaching of Music in the Elementary Grades*Four hours per week
Three semester hours

This course continues the five-fold music program in grades four, five, and six. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Music for the Elementary Grades.

EDUCATION & PSYCHOLOGY

*Audio-Visual Education*Three hours per week
Two semester hours

Consideration of the need for sensory techniques and materials in the learning process with attention given to the psychological principles involved. Acquaintance with and achievement of skills in specific techniques, materials, and equipment within his teaching field. Activities will include actual production of material for classroom use and participation in their use.

*Problems of Secondary Education—**Including Guidance*Three hours per week
Three semester hours

Consideration of the practical problems of secondary teaching and organization. Survey of the basic structure and nature of American secondary education emphasizing guidance principles. Prerequisite: Professional Orientation.

*Professional Orientation*Three hours per week
Three semester hours

An orientation and guidance course acquainting prospective teachers with the opportunities and requirements of the profession; the relationship of the school to society, the organization and administration of the American school system. Extensive directed observation of various schools and learning situations will be required.

Professional Practicum Including School Law Two hours per week
Two semester hours

Methods and practices of teaching. General techniques of teaching and techniques for the students' special field. Pennsylvania school laws relevant to the work of the classroom teacher. Problems encountered by the students in their student teaching.

Recent Trends in American Education Two hours per week
Two semester hours

Survey of recent practices, theories, and trends in American education. Intensive study of current and recent writings in conjunction with field trips and extensive observations. Prerequisite: Professional Orientation.

*Student Teaching and Direction of
Student Activities* Thirty hours per week for one semester
Twelve semester hours

Observation and participation in all teaching and activities related to the performance of a teacher's work, in the area of the student's specialization.

EDUCATION—ELEMENTARY

Child Adjustment Three hours per week
Three semester hours

Application of the principles of mental hygiene to the problems of elementary school children in home, school, and community; study of special agencies concerned with child welfare; clinics, social agencies, juvenile courts, etc.

Child Development Three hours per week
Three semester hours

Acquisition of understanding and appreciation of the patterns of physical, mental, social and emotional growth in the period of early childhood. Consideration of local, state, and national agencies concerned with the welfare and education of early childhood. Observation of learning situations in the family, school and community environments.

Creative Activities in the Elementary School Three hours per week
Three semester hours

Consideration of the guidance of children in creative learning and expression. Emphasis upon the child's needs to discover creative interests and upon the development of skills and refinements of taste needed for rich experience in art, music and literature.

Teaching of Health and Physical Education Three hours per week
Three semester hours

Acquaintance with recent research in the field of reading to acquaint students with problems and needs common to incompetent readers and with the most successful materials and techniques for dealing with such problems. Demonstration and practice in testing, planning, and directing remedial programs with groups and individuals. Prerequisite: Teaching of Reading.

Diagnostic and Remedial Reading

Three hours per week

Two semester hours

Juniors in the Elementary Curriculum will take the Professional Curriculum in Teaching Health and Physical Education during one semester of the Junior year. The units are designed to present the meaning, aim, and scope of school health and physical education in the elementary schools.

The units cover: Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching.

Teaching of Reading

Three hours per week

Three semester hours

Scientific aspects of reading and problems in the teaching of reading in all elementary grades. Presentation in theory and practice, from careful examination of research and from observation. Opportunity for the student to acquaint himself with a variety of modern reading materials and with approved techniques in their use. Problems of disability and their treatment.

Teaching of Elementary English

Three hours per week

Three semester hours

Survey of the content of the curriculum in English in the elementary grades. Methods of teaching oral and written composition, principles of grammar, poetry and literature. The teaching of handwriting is part of this course.

Children's Literature and Story Telling

Three hours per week

Three semester hours

An introduction to important children's books, old and new, and to techniques for the presentation of book materials. It encourages wide reading of juvenile literature and provides criteria for and experience in the evaluation of children's books.

Pre-School Education

Three hours per week

Three semester hours

Study of pre-school and kindergarten children, of nursery school and kindergarten programs, materials, equipment and procedure, records and reports. Laboratory school experiences supplement reading and discussion of acceptable standards and teaching practices. Prerequisite: Child Development.

School and Community

Three hours per week

Three semester hours

Study of group and intergroup activities and the role of the individual in the group; of community interests, needs, resources and problems; of teacher responsibility in community activities; professional, social, civic, religious, and political. Student participation in community activities is stressed.

The Teaching of Arithmetic

Three hours per week

Three semester hours

The various processes and operations needed in the arithmetic of the elementary school are carefully analyzed so that the students may see just what must be taught and what problems and difficulties

are likely to be encountered as this work is presented. Suggestions for meeting these problems and for preventing or correcting common arithmetical deficiencies.

Teaching of Elementary Science

Three hours per week
Three semester hours

Methods of presenting science in each grade of the elementary school and with the important facts and principles that should be taught in each grade. Stressed are field work, collection of materials, special techniques and demonstrations to adapt elementary science to local conditions. Elementary science syllabi of several states and cities are studied. Evaluations of elementary science texts and pamphlets are now available for each grade.

Teaching of Social Studies and Geography

Three hours per week
Three semester hours

A survey of methods and techniques, stressing the profitable use of community resources, the development of health civic attitudes, and such specific problems as the grade placement of materials, testing, and procedures for creating sustained interest.

Speech Problems

Three hours per week
Three semester hours

Acquaintance of students with the various speech problems common to children in the elementary school. Emphasis is placed upon remedial techniques. The study of materials, methods, and techniques used by the classroom teacher in improving the speech of all children.

Teaching the Exceptional Child

Three hours per week
Three semester hours

The study of atypical children who need help in order to adjust and succeed to the extent of their capacity. Students are guided in recognizing, understanding, and dealing with the additional needs of the superior child and the mentally, physically, or emotionally handicapped child. The selection, construction and adaptation of learning aids and materials.

EDUCATION—SAFETY

Driver Education and Traffic Safety

Three hours per week
Three semester hours

Classroom instructions combined with road training and the teaching of driving to beginners using dual control cars. Emphasis is placed upon the essential facts, principles, skills and attitudes necessary for good driving and the teaching of same to beginning drivers. Ability to use and interpret the results of psycho-physical testing is required.

General Safety Education

Three hours per week
Three semester hours

The development of habits and attitudes that will make for safe living by both teachers and students. Acquaintance with 1. Rules, regulations, and laws concerning the operation of motor vehicles; 2. Rules and regulations of pedestrian travel; 3. Other hazards to which we are commonly subjected, such as fire, electricity, etc., especially in the home and school.

*Methods and Materials of Teaching Safety**Education in the Secondary Schools*

Three hours per week

Three semester hours

The study of evaluative techniques, content, methods, and teaching aids in the program of Safety Education in the secondary schools.

*Organization and Administration of**Safety Education*

Three hours per week

Three semester hours

Curriculum content and experiences for all school grades in safety education, its organization and graduation for teaching purposes. Ways and means of administering a safety education program.

Psychology of Accident Prevention

Three hours per week

Three semester hours

Relates the achievement of behavior outcomes relating to safe living to the psychological factors and techniques essential in the learning process. A review of the literature and experimentation relative to proneness to accidents, effect of alcohol on drivers, reaction times, etc.

Visual and Other Aids in Safety Education

Three hours per week

Three semester hours

Evaluation and use of posters, charts, radio, projectors, and special aids in the teaching of Safety Education.

PSYCHOLOGY

Child Psychology

Three hours per week

Three semester hours

The development of a functional understanding of the maturation and learning of children from birth to adolescence and the physical growth as related to psychological maturation. The laboratory school is used for the purpose of implementing the basic facts and principles relating to child growth by frequent observation. Prerequisite: General Psychology.

*Educational Psychology and**Evaluative Techniques*

Three hours per week

Three semester hours

The nature of the learning process with emphasis on the application of the principles of psychology to the problems of learning and teaching. An important aspect of the course is the study of actual classroom problems and procedures by observation of regular work and by special illustrative demonstrations in the laboratory school. Prerequisite: General Psychology.

General Psychology

Three hours per week

Three semester hours

A comprehensive study of the origins, motives, and modifications of human behavior with emphasis on the scientific approval in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to the simpler techniques in psychological experimentation.

Mental Hygiene

Three hours per week
Three semester hours

Problems of personality and mechanisms of adjustment, including a study of the origin and resolution of conflicts, and the role of emotion in the pattern of behavior are studied. Prerequisites: General Psychology.

Psychology of Adolescence

Three hours per week
Three semester hours

An intensive study of problems in adjustment and development during the period of transition from childhood to adulthood. Special attention is focused upon inner drives and upon the influence of social pressures and the principles and facts of adolescent development which are useful to parents and teachers. Case studies are utilized. Prerequisite: General Psychology.

Psychology of Exceptional Children

Three hours per week
Three semester hours

The problems of exceptional or atypical children. The major purpose is to gain a functional understanding of the various types of psychological and physical deviates, both as to the genesis of their behavior processes, their treatment, and the guiding principles involved in their training. Prerequisite: General Psychology.

ENGLISH DEPARTMENT

The English Department has four broad objectives. The first is to offer to all teachers trained here the instruction in communication skills that is necessary in acquiring the background for effective professional and social relationships. The second is to give the instruction in literature that is requisite in gaining a general cultural experience which, shared with other people, nourishes the common sympathies that strengthen any organized society. The third purpose is to provide a variety of courses in speech, composition, and literature sufficient to give the English major subject-matter knowledge adequate for his professional tasks. The fourth objective is to help the prospective teacher of English, by example and through course work in methods, to develop functional teaching techniques for use in his own classroom.

To accomplish these purposes, the Department offers for all students standard courses in English composition, speech, and world literature and, for English majors, a variety of courses which include grammar, composition, literature, and teaching methods.

English I

Three hours per week
Three semester hours

Review of grammar, analysis of construction, practice in good usage, remedial work in punctuation, spelling, and mechanics of English, vocabulary study. Writing of brief compositions for self-expression, also reading to stimulate thinking on problems of our age. The college librarians collaborate with the English Department in the introduction of library usage in relation to composition and literature requirements.

English II

Three hours per week
Three semester hours

Study and application of the laws of composition; methods and types of exposition; description and narration. Paragraph and theme writing; analysis of literary samples; book reviewing; outlining; assembling bibliography. Continued functional practice in mechanics. Prerequisite: English I.

Literature I and II

Two hours per week for two semesters
Four semester hours

As an introduction to literature, this course is designed to provide opportunities for both wide and extensive reading which will familiarize students with the development of human thought as it has found expression in the recognized literary masterpieces of all times and peoples.

Advanced Composition

Three hours per week
Three semester hours

Advanced experience in writing is afforded through the preparation of reviews, digests, and critical reports, employing expository, descriptive, and argumentative techniques.

American Literature

Three hours per week
Three semester hours

This course is a survey of representative American writings from colonial times to the present. Particular attention is given those writings which best exemplify democratic ideals and national character.

American Poetry

Three hours per week
Three semester hours

The nature, form, and function of verse as exemplified by representative American poets are examined, with particular reference to social backgrounds and national ideals.

American Prose

Three hours per week
Three semester hours

A study of the development of national ideals as expressed by representative prose masterpieces, with extensive critical reading in current periodicals as well as intensive study of great works of the past.

Children's Literature

Three hours per week
Three semester hours

An introduction to important children's books, old and new, and to techniques for the presentation of book materials. It encourages wide reading of juvenile literature and provides criteria for and experience in the evaluation of children's books.

Contemporary Novel

Three hours per week
Three semester hours

A study of modern and contemporary movements in fiction based on the critical reading and analysis of English and American novels published since 1870.

Contemporary Poetry

Three hours per week

Three semester hours

An examination of representative poetry published since 1870, in both England and America, provides the basis for a study of forms, aspects, and tendencies in contemporary verse, with particular reference to poetry as a criticism of modern life.

Creative Writing

Three hours per week

Three semester hours

An advanced course for students of marked ability in the creative processes of writing. The course aims to develop creative ability, to improve the student's own style, and to furnish methods and materials for the teaching of composition in the secondary schools.

Eighteenth Century Literature

Three hours per week

Three semester hours

A critical consideration of significant eighteenth-century writers with emphasis upon the struggle between tradition and revolt as reflected in the works of Pope, Johnson, Addison, Swift, Goldsmith, and other representative writers of the period.

English Literature

Three hours per week

Three semester hours

English Literature is surveyed from Anglo-Saxon times to the present with emphasis on recognized masterpieces. The course has two basic aims: (1) broader knowledge of the growth of English and their relation to historic movements; and (2) wider reading and more intelligent appreciation.

English Philology

Three hours per week

Three semester hours

This course introduces students to the scientific and historical study of the development of modern English and the discernible trends in language today through the use of exercise in phonetics, etymology, and dictionary usage.

Journalism

Three hours per week

Three semester hours

The organization, management, and supervision of the content of school publications, the preparation of school publicity materials, and the development of journalistic style is acquired through practical participation in journalistic activities.

Literary Criticism

Three hours per week

Three semester hours

The historical study of literary criticism and aesthetic theory, with emphasis upon modern trends.

Modern Drama

Three hours per week

Three semester hours

A comprehensive view of the best dramatic literature of the modern American and British theatre since 1890 is presented through lectures, discussions, and experiences related to the contemporary stage.

Pre-Shakespearean Literature

Three hours per week
Three semester hours

A study of the cultural backgrounds of the English-speaking race, its folkways, legends, balladry, and history, particularly, as reflected in Beowulf, the Arthurian epics, Chaucer and Spenser.

Teaching of English in Secondary Schools

Three hours per week
Three semester hours

The content of language-arts requirements of the secondary school is review with special reference to grade-placement and adaptation of materials, appraisal of results, and the development of programs of study. Directed observation in the laboratory is frequently employed.

Shakespeare

Three hours per week
Three semester hours

The work of this course is a study of selected comedies, tragedies, and historical plays by Shakespeare, together with the social, historical, and literary background necessary for their full appreciation. Particular reference is made to those plays most frequently included in secondary school curriculums.

Short Story

Three hours per week
Three semester hours

The development of the short story as a distinct and popular current literary form is traced through its history and technique. Recent tendencies are investigated and wide reading in current periodicals is encouraged.

The Essay

Three hours per week
Three semester hours

The history and development of the essay as a distinctive literary form, together with readings in current periodical non-fiction and provision for opportunities for self-expression through writing.

The Literature of Biography

Three hours per week
Three semester hours

A study of the historical development of biographical writing with readings from Plutarch, Boswell, Carlyle, Macaulay, Strachey, Bradford, Ludwig, and standard and contemporary biographers.

The Novel to 1870

Three hours per week
Three semester hours

A study of the rise and development of the novel in English from its predecessors of the eighteenth century to Hardy and Mark Twain. A selected list of novels is assigned for analysis with a view to cultivating an appreciation of this dominant literary form.

The Romantic Movement

Three hours per week
Three semester hours

A study of Wordsworth, Coleridge, Byron, Shelly, Keats, and their contemporaries, in the light of social background and biographical and critical doctrine.

Victorian Literature

Three hours per week
Three semester hours

Victorian culture is studied through its interpretation by poets and essayists of the period, with particular reference to the writings of Carlyle, Ruskin, Newman, Browning, Tennyson.

Speech I

Two hours per week
Two semester hours

This course includes the study and application of the fundamental principles of effective speaking; training in the selection, organization and development of materials suitable for speeches; recording and analysis of voice; personality adjustment as related to speaking-listening situation; diacritical marking and vocabulary building.

Speech II

Two hours per week
Two semester hours

A continuation of Speech I with special emphasis on group discussion, parliamentary procedure, speeches for special occasions, expository, narrative and descriptive materials; interpretative or choral reading.

Phonetics and Voice

Three hours per week
Three semester hours

An analysis of the speech sound used in English so that the student develops auditory acuity and correct reproduction of sounds; transcriptions of spoken material using I. P. A. system; comparison of phonetic alphabet and diacritical marking system; study of structure and function of speech organs; voice improvement; applied phonetics for speech correction.

Speech Correction

Three hours per week
Three semester hours

Designed to train prospective teachers to care for defective speech in the classroom and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. A study of speech sound, speech mechanisms, symptoms, causes, and treatment of minor speech, voice and hearing disorders.

Oral Interpretation

Three hours per week
Three semester hours

Emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Help given in selecting, adapting and preparing literature for presentation. Special attention given to reading materials required of the classroom teacher.

Play Production

Three hours per week
Three semester hours

An introductory course in the theory and practice of all phases of play production, designed to stimulate the cultural and social development of the Student and to aid the prospective teacher to produce plays. Emphasis upon the directing of the play.

Stagecraft and Scenic Design and Lighting Three hours per week
Three semester hours

The technical study of stage mechanics, construction and painting of scenery, lighting.

*Debate, Group Discussion, and
Parliamentary Procedure* Three hours per week
Three semester hours

A study of the theory and practice of debate, principles and methods of patterns of group discussion, rules and procedures in Parliamentary Law.

Radio I Three hours per week
Three semester hours

This course combines lecture and workshop, deals with radio as a resource for the classroom teacher; utilize live programs, transcriptions and recordings; presents problems of equipment, use maintenance and operation of school radio workshop.

Radio II Three hours per week
Three semester hours

Additional practicum in radio production. Practice in attaining skill in microphone techniques and in preparing scripts for routine and special occasions.

Creative Dramatics and Story Telling Three hours per week
Three semester hours

This is a course in the technique and practice of story telling, dramatic play, and dramatization for teachers of the kindergarten and elementary grades.

Costume and Make-up Three hours per week
Three semester hours

The history of costume; designing, dyeing and sewing of clothes for production; selection of materials, making of costume plates, materials and techniques of make-up.

Choral Speaking Three hours per week
Three semester hours

Choral speaking aims through the communal voicing of poetry to stimulate appreciation, interpretation, and artistic expression of poetry to demonstrate the educational and social values of unison speech, and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials.

Community Dramatics and Pageants Three hours per week
Three semester hours

A study of the theory and practical problems in stage movement and business, lighting, costume and make-up. Material is presented from the standpoint of the director of pageants in schools, on playgrounds, in camps, and community projects.

FOREIGN LANGUAGE

The Objectives of Foreign Language Teaching are:

1. To promote better feeling between peoples of different lands by instilling into students a better understanding of the customs, cultural pursuits, and national objectives of those foreign peoples.
2. To attempt to make the student as fluent as possible in the foreign language studied.
3. To give the student a good understanding of the grammatical make-up of the language studied.
4. To demonstrate practical and functional methods of teaching the language so that those who are students now may make capable teachers later on.

FRENCH

French I

Three hours per week
Three semester hours

This course includes pronunciation, conversation and elementary French Grammar. Stress is placed on accurate grammatical construction, by use of French to English translations as well as English to French translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

French II

Three hours per week
Three semester hours

This course is a continuation of French I with special stress on irregular verbs and the construction of tenses.

French III

Three hours per week
Three semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of the course is to provide a good background for future work in French. Prerequisite: two years of high school French or equivalent.

French IV

Three hours per week
Three semester hours

A continuation of French I with emphasis on the Subjunctive Mood and advanced composition.

French V and VI—Survey of Literature

Each course: Three hours per week
Three semester hours

Selected readings from authors whose works throw light upon current problems of social living. Form and oral expression are taught in the framework of the literature read. Prerequisite: French IV.

*French VII—Advanced Language and
Techniques*

Three hours per week
Three semester hours

Emphasis is placed not only on the ability to speak and write a foreign language, but on the techniques necessary for the foreign language teacher. Prerequisite: French V.

French VIII—French Classical Drama

Three hours per week
Three semester hours

The masterpieces of Corneille, Moliere, and Racine are read, after a consideration of the early history of the drama. Prerequisite: French IV.

*French IX—French Literature of the
Nineteenth Century*

Three hours per week
Three semester hours

This includes the development of both the Romantic and Naturalistic schools. Prerequisite: French IV.

French X—Development of the French Novel

Three hours per week
Three semester hours

Representative novels from eighteenth, nineteenth, and twentieth centuries are read and discussed in the native language. Prerequisite: French IV.

SPANISH

Spanish I—Beginners' Spanish

Three hours per week
Three semester hours

This course includes pronunciation, conversation and elementary Spanish Grammar. Stress is placed on accurate grammatical constructions, by use of Spanish to English translations as well as English to Spanish translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

Spanish II—Beginners' Spanish

Three hours per week
Three semester hours

This course is a continuation of Spanish I with special stress on irregular verbs, the construction of tenses and the subjunctive mood.

Spanish III—Conversational Spanish

Three hours per week
Three semester hours

This course deals only with spoken Spanish. The entire class is conducted in the vernacular with stress on grammatical correctness.

Spanish IV—Intermediate Spanish Grammar

Three hours per week
Three semester hours

A review of elementary grammar with special emphasis on irregular verbs, orthographic and radical changing verbs.

Spanish V—Spanish Literature

Three hours per week
Three semester hours

Study of outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV.

Spanish VI—Spanish-American Literature Three hours per week
Three semester hours

Study of outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV.

Spanish VII—The Short Story in Spain and America Three hours per week
Three semester hours

A survey of the cultivation of the genre. There are readings from the works of Pardo Bazan, Valle Inclan, Juan Valera, Jose Ruben Romera, Rafael Delgado, Horacio Quiroga, Roberto Payro, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

Spanish VIII—The Novel in Spain and America Three hours per week
Three semester hours

A study of the development of the novel. Representative types such as the picaresque novel, the psychological novel, the novel of social thesis, the regional novel, and the historical novel are analyzed. There are readings from Cervantes, Valera, Pereda, Galdos, Blasco Ibanez, Baroja, Alarcon, Palacio Valdes, Lopez Y Fuentes, Azuela Galvez, Gallegos, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

Spanish IX—The Drama in Spain and America Three hours per week
Three semester hours

This is a review of the history of the theatre and various dramatic forms such as the classic drama of the "siglo de oro," the romantic movement, the realistic theatre, and the genero chico. There are readings from Lope de Vega, Calderone de la Barca, Tirso de Molina, Echegaray, Rivas Juana Inez de la Cruz, Alarcon Benaveate, Los Quinteros, Florencio Sanchez, and others. This course includes oral and written reports, critiques, and dramatic readings. Prerequisite: Spanish IV.

Spanish X—Mexican Literature Three hours per week
Three semester hours

This course is a chronological survey of outstanding works in the prose and poetry of Mexico, pointed toward clarifications of Mexican history and contemporary writings. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

Spanish XI—Intensive Grammar and Teaching Techniques Three hours per week
Three semester hours

Emphasis is placed on the ability to write and speak the foreign language through intensive study of the structure of the language.

Spanish XII—Advanced Conversation and Composition Three hours per week
Three semester hours

Development of facility in using the everyday language in both oral and written communications with people to whom the language is native.

GEOGRAPHY

The purpose of the geography department is to aid students in developing knowledge, understandings, attitudes, and skills that are essential to the teaching profession. Geography is the study of cause and effect; the influence of man's environment upon his needs, interests, problems, and activities. It involves a knowledge of all phases of the natural environment and an understanding of people's adjustments to their environment. A knowledge of our earth and its people will be a great asset to students and teachers; therefore, college students should elect geography courses whenever possible.

Common Objectives of the Courses in Geography are:

1. To develop a knowledge and appreciation of the relationship of man's activities to his natural environment.
2. To gain a knowledge of topography, climate, soil, vegetation, minerals, water, and location which are significant in developing geographic understandings.
3. To develop the ability to think geographically in terms of relationships.
4. To gain a sympathetic understanding of and a respect for people who inhabit lands unlike our own, thus helping the student avoid national prejudices and racial antagonism.
5. To recognize the importance of wise utilization of our land and all its resources.
6. To acquire ability and skill in obtaining geographic information from landscapes, pictures, maps, books, and current literature.
7. To acquire the habit of evaluating all geographic information attained from various sources.
8. To organize geographical units of study.

World Geography

Three hours per week
Three semester hours

A basic course organized to develop a knowledge and appreciation of the physical factors of the environment, and man's adjustment to them. World patterns of land forms, climate soils, vegetation, etc., are emphasized in relation to their influence on the economic and cultural activities of man.

Geography of United States and Pennsylvania

Three hours per week
Three semester hours

An analysis of population, land utilization, production and trade, through a comprehensive study of the relations between the physical factors of the environment and man. The first part of the course deals with Pennsylvania, and through its economic position within the States, proceeds logically to an analysis of the nation as a whole and its world relations. Prerequisite: World Geography.

Cartography

Three hours per week
Three semester hours

A course designed to develop proficiency in the use and interpretation of globes, maps, models, graphs, cartograms, and geographic diagrams. A study of the history of maps and map making; instruction in the construction of selected projection, graphs, and diagrams; and the application of each to the teaching of geography, form the content of the course. Prerequisite: World Geography.

Climatology

Three hours per week
Three semester hours

A systematic study of the climatic regions of the world and the advantages and limitations of each for man's occupancy. The physical aspects of the atmosphere, and the regional characteristics of climate are investigated. The course is valuable background material for the course World Problems in Geography. Prerequisite: World Geography.

Commercial Air Transportation

Three hours per week
Three semester hours

A study of the development of commercial aviation. Governmental agreements, subsidies, control and use of air bases, the significance of Great Circle routes and the Polar regions are considered. The course may be used as an elective in Aeronautic Education. Prerequisite: World Geography.

Conservation of Natural Resources

Three hours per week
Three semester hours

A study of the utilization of the nation's resources in order to analyze the need for conservation, the problems of conservation, and to investigate suggested methods for the prevention of waste. The resources of land, water, plant and animal life, mineral resources, and man are considered.

Economic Geography

Three hours per week
Three semester hours

A study of the activities whereby man makes a living. World production in agriculture, forestry, mining and manufacturing; distribution of population; and world trade are considered and the knowledge acquired is applied to an interpretation of world problems. The course furnishes a background for greater understanding of national and international affairs.

Geographic Influences in History

Three hours per week
Three semester hours

A study of the relations between the natural environment and the historical movement of man. The course emphasizes the influence of coasts, islands, rivers, mountains, vegetation, and soil in the exploration and the settlement of the United States and in the expansion of the American people from a small nation to a great world power. Prerequisite: World Geography.

Geography of Asia

Three hours per week

Three semester hours

An economic study of the major geographic regions of the Soviet Union, Southwestern Asia, and India. Special emphasis is placed on the recent cultural and political changes in the area and the significance of these changes in the world economy. Prerequisite: World Geography.

Geography of Africa and Australia

Three hours per week

Three semester hours

A regional study of Africa, Australia and the neighboring islands of the Pacific, showing the social and economic development of these lands in relation to their physical environment. The political affiliation of these lands, the geographic aspects of the problems of colonies, land tenure, race, and the significance of strategic location and production are considered. Prerequisite: World Geography.

Geography of Europe

Three hours per week

Three semester hours

A regional course designed to develop unbiased understanding of the economic problems of Europe. Geographic relationships underlying land utilization, boundary disputes, and dominant international problems are considered. The Soviet Union is not included in this course. Prerequisite: World Geography.

Geography of the Far East

Three hours per week

Three semester hours

A study of Japan, China, the Philippines, Southeastern Asia, and the East Indies. Factors of the natural environment and man's adjustment to them economically, socially, and politically, are investigated. Problems of low standards of living, conservation of resources, wider use of resources, and industrialization are considered. Prerequisite: World Geography.

Geography of Latin America

Three hours per week

Three semester hours

A comparative study of the geographical regions of Middle and South America. The Latin American relations with the United States and the rest of the world are interpreted through an analysis of the economic, social and cultural activities of man in relation to the physical factors of his environment. Prerequisite: World Geography.

Geography of Pennsylvania

Three hours per week

Three semester hours

A regional analysis of Pennsylvania, emphasizing man's cultural and economic response to environmental factors. Special attention is given to the resources of the state, analyzing their extent, their use, the need for well directed conservation, and the regional planning program of the Commonwealth. Field trips are an integral part of the course. Prerequisite: World Geography and the Geography of Pennsylvania and the United States.

Geography of the United States and Canada Three hours per week
Three semester hours

A regional study of the United States and Canada, considering man's adjustment to the physical factors of relief, climate, soil, vegetation, and mineral resources. Political structure, and the relations between the two countries and the rest of the world, are analyzed from a geographic point of view. Prerequisite: World Geography.

Geology Three hours per week
Three semester hours

A study of the surface forms, composition, and structure of the earth. Emphasis is placed on the agencies which are continually at work altering the earth's surface forms, the classification and interpretation of rocks, and the evolution of life. Prerequisite: World Geography.

Physiography Three hours per week
Three semester hours

A study of the physical phenomena as dynamic forces affecting man. The content of the course consists of a systematic study of land forms, their origin and the forces that produced them, soils, minerals, water resources, and their effect on man. Prerequisite: World Geography.

Meteorology Three hours per week
Three semester hours

A systematic study of the atmosphere. The course analyzes the laws and underlying principles of atmosphere change. An opportunity is afforded the student to become familiar with the common weather instruments, to observe and record weather data, to read and interpret weather maps, and to consider the problems of aviation growing out of atmospheric conditions. Prerequisite: World Geography.

Teaching of Geography in Secondary Schools Three hours per week
Three semester hours

A survey of available materials and current curricula in the field of geography form the basis for an analysis of modern techniques in the teaching of geography. Emphasis is placed on the importance of geographic thinking in the interpretation of national and international problems, acquisition of good habits for citizenship, analysis of text books and course contributing to these objectives.

Trade and Transportation Three hours per week
Three semester hours

A study of world trade and the resulting major transportation routes with their associated ports, railroad centers, and contributing winterlands. Consideration is given to the locational factors of cities, roads, railroads, sea routes, air lanes; and to the problems of the modern cities and the tendency for decentralization.

World Problems in Geography Three hours per week
Three semester hours

A political geography. Attention is given to boundary problems, the value and control of colonies, fishing agreements, problems concerning the commercial aviation, world trade, world food supplies, control and development of natural resources, and the geographic aspect of problems concerning world peace. Prerequisite: World Geography.

LIBRARY SCIENCE

*Book Selection I*Three hours per week
Three semester hours

A course intended to cultivate book appreciation and book knowledge and give guidance in general reading. Includes principles and criteria used in book selection; textual and physical aspects of books; book reviews and other aids in selection; leading publishers and their contributions; survey of outstanding books of various types; and practice in book reviewing.

*Book Selection II*Three hours per week
Three semester hours

A study of children's books and reading interests, habits and skills which will prepare a person to give effective library service to elementary pupils. Extensive reading of children's books; criteria for their evaluation; their production; illustrators and their work; with special emphasis on recreational reading.

*Books and Libraries as a Social Force*Three hours per week
Three semester hours

This course introduces the student to adult reading interests and habits so the school librarian may give some service to parents of her pupils or direct them to available library service. The history of books and libraries, good printing and book design, book clubs; sources of good reviews, adult education and organizations sponsoring it; the work of public libraries.

*Cataloging and Classification I*Three hours per week
Two semester hours

A study of the preparation, arrangement, and function of the dictionary card catalog which will enable the student to prepare the simplified catalog needed in a school library. How to purchase and adapt printed catalog cards; preparation of unit cards; analytics and added entries, filing of cards; the catalog as the main index to a library's materials.

*Cataloging and Classification II*Two hours per week
Two semester hours

This course emphasizes classification by the Dewey Decimal system, with constant review and practice of the principles of cataloging learned in Cataloging and Classification I. An analysis and understanding of the Dewey Decimal classes; practice in assigning class numbers; sources for suggested numbers; assigning subject headings; preparation of the shelf list.

*Reference Service I*Two hours per week
Two semester hours

A careful study of the general reference books most suitable for a school library which will enable a librarian to purchase wisely, use effectively and teach pupils their use. Some attention will be given to the preparation of annotated bibliographies for teachers. The evaluation and use of dictionaries, encyclopedias, yearbooks, handbooks, directories, serials, indexes, and bibliographies.

Reference Service II

Two hours per week

Two semester hours

The objectives are similar to those for Reference Service I but the books and materials studied are in the special fields with emphasis on secondary school subjects. Among the fields studied are history, social sciences, science, applied sciences, the arts, literature, and philosophy and religion. Reference procedures and organizations are given added attention.

Administration of School Libraries I

Two hours per week

Two semester hours

Provides an introduction to librarianship, a picture of an effective school library, develops a philosophy of librarianship, and provides practice work in a school library. The librarian's status, and duties; the objectives and organizations of a school library, its relation to the rest of the school; management of pupils; housing and equipment and personnel.

Administration of School Libraries II

Three hours per week

Three semester hours

Provides study of additional matters relating to the administration of a school library; budgets, finances, and acquisitions of materials; controlling pupil attendance; circulating materials to pupils and teachers; preparation of books and materials for the shelves; relation of the school library to school, community, state and federal governments. Cooperation with library organizations and educational foundations.

Administration of School Libraries III

Three hours per week

Three semester hours

Concentrates on the following objectives and content: (1) To develop knowledge and skill for keeping books, magazines in good physical condition. This includes mending and repair, weeding and discarding. (2) To study the processes whereby a school library is evaluated, and the means whereby the library may be improved so that a favorable report may be expected. (3) To plan off-campus field work and use reports of experiences for review and further study. (4) To study annual reports and other means of advertising.

Enrichment Materials I

Three hours per week

Three semester hours

The following problems and topics are studied: materials and methods for teaching pupils and faculty to use books and libraries; a study of school objectives and courses of study as based for enrichment by a librarian; sources of materials, such as the Standard Catalogs and Rue indexes—which will supplement textbooks and courses of study; materials good for enrichment in many subject areas; and ways to present materials to pupils and teachers.

Enrichment Materials II

Two hours per week

Two semester hours

Effective ways for libraries to secure, organize and use pamphlet, visual, auditory, and non-book materials as learning aids in schools. A study of pamphlets and clippings and information files; visual aids; pictures, slides, films, film strips, microfilm, microcards, television, museum materials, auditory aids; radio, recordings of music, books, speeches, story telling, foreign languages, and scripts accompanying film strips.

MATHEMATICS

The study of mathematics presents exceptional opportunities for the development of the powers of quantitative thinking as well as an appreciation of both its cultural and utilitarian values. Mathematics arises from human needs and human curiosities; it finds its applications in most of the fields of human endeavor. Since it is both an art and a science, students are inculcated with a sense of its imaginative beauty and esthetic values but without neglecting its stupendous importance in the development of our present and future civilization.

Course Objectives

1. To increase understanding of basic concepts and principles underlying arithmetic, algebra, geometry, statistics, and calculus.
2. To increase skill in mathematical operations, this will include such things as comprehension of the power of symbolism and functional relationships.
3. To comprehend the many applications and relationships of mathematics to life needs.
4. To emphasize reasoning with special attention to the role of definitions, undefined terms, assumptions such as axioms and postulates and the other means of arriving at valid conclusions.
5. To emphasize the use of models and historical developments as enrichment materials for teaching.
6. To utilize field trips, conferences and other off-campus activities to keep instruction up-to-date and closely related to everyday life.
7. To present all course work in a professional manner so that students may have constantly before them a model method of presentation of subject matter which they may utilize in their own professional career.

Fundamentals of Mathematics

Three hours per week

Three semester hours

Development of the number system; nature and application of fundamental processes; extension of the number system to include common and decimal fractions and negative numbers; approximate nature of measurements; per cents; language of algebra including formulas, graphs, tables, and equations; meaning of proof; elementary concepts of statistics; art of indirect measurement; additional topics of interest to students. Not counted toward field of specialization.

College Algebra

Three hours per week

Three semester hours

Fundamental operations, factoring; fractions; exponents; functions and their graphs, linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms, determinants; permutations and combinations. Prerequisites: 1 year high school algebra and 1 year high school geometry.

Trigonometry

Three hours per week
Three semester hours

Function of an angle, logarithms, use of tables; radians; identities; trigonometric and exponential equations; solution of triangles by natural functions and logarithms; inverse functions; complex numbers, application of all processes in practical problems.

Analytic Geometry

Three hours per week
Three semester hours

Correlation of algebra and geometry in finding equations of loci and loci corresponding to certain equations; properties of the straight line, the circle and conic sections; rectangular and polar coordinates; transformation of coordinates; parametric equations, a brief introduction to three dimensions. Prerequisites: College Algebra and Trigonometry.

Calculus I—Differential

Three hours per week
Three semester hours

Elementary concepts of limits and the derivative; applications of the derivative in problems of maxima and minima, rates, velocity, acceleration; possible introduction of integration as the inverse of differentiation. Prerequisite: Analytic Geometry.

Calculus II—Integral

Three hours per week
Three semester hours

Integration as the inverse of differentiation; formulas of integration; the definite integral; methods of integration, integration as the limit of a sum applied to areas, volumes, lengths of curves and other practical problems. Prerequisite: Calculus I.

Synthetic Geometry

Three hours per week
Three semester hours

Extension of competency in geometry; modern problems of the triangle and the circle; further development of rigorous proof; construction based on loci and indirect elements; non-Euclidean geometry. Prerequisite: High school Plane Geometry.

Statistics

Three hours per week
Three semester hours

Basic principles and methods of statistics common to scientific research, understanding of and ability to use graphs, frequency distributions, measures of central tendency and dispersion, normal curve; correlation; regression and prediction; reliability of statistical measures; curve fitting; development of formulas.

Teaching of Mathematics in Secondary Schools

Three hours per week
Three semester hours

Place and function of mathematics in secondary education; content and the improvement and evaluation of instruction in mathematics; acquaintance with current literature and research; observation in secondary schools. Prerequisite: 9 hours of college mathematics.

Advanced College Algebra

Three hours per week
Three semester hours

Theory of equations; determinants; partial fractions; series; complex numbers; further development of permutations, combinations and probability. Prerequisite: College Algebra.

College Chemistry Three hours per week
Three semester hours

Study designed to establish professional competence in geometry. Subject matter is chosen from Plane and Solid Geometry; topics also from advanced geometry.

Field Work in Mathematics Three hours per week
Three semester hours

Mathematics applied to the enrichment of secondary school mathematics. Use of the transit, angle mirror, bypsometer, sextant, and other measuring instruments; simple map making exercises and elementary surveying; construction and use of student-made instruments and teaching devices.

History of Mathematics Three hours per week
Three semester hours

Study of the growth of mathematics through the centuries and the men who contributed to it, enrichment of the mathematical background of the students; integration of basic areas of mathematics. Prerequisite: Analytic Geometry.

Calculus III Three hours per week
Three semester hours

A continuation of the calculus to include series, additional work in partial differentiation, multiple integrals, and elementary differential equations. Prerequisite: Calculus II.

Mathematics of Finance Three hours per week
Three semester hours

Introduction to elementary theory of simple and composed interest with solution of problems in annuities, sinking funds, amortization, installment buying, mathematics of life insurance.

Spherical Trigonometry and Navigation Three hours per week
Three semester hours

Solution of the right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

NATURAL SCIENCE

Courses in Natural Science are designed to promote two groups of objectives. The survey courses, required of all except those who choose a science as a field of specialization, are designed to give understanding of fundamental principles of Physical and Biological Sciences and an appreciation of the influence of scientific discoveries on history, economics, political developments and philosophical thoughts.

The student who chooses science as a field of specialization is given a broader foundation of knowledge, skill in laboratory technique and facility in the solution of scientific problems. He is instructed in teaching methods which are applicable to the work of the public schools.

BIOLOGICAL SCIENCES

Botany I Six hours per week
Four semester hours

A study chiefly of the flowering plants. It considers the anatomy and life processes of plant cells, leaves, stems, roots, seeds, and fruit. Stresses the economic importance of certain species and the recognition and classification of many of the seed plants in the area of the college. Three lectures and three laboratory or field trip hours weekly.

Botany II Six hours per week
Four semester hours

A study chiefly of the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns and their allies. Emphasizes the economic importance and health implications of certain species of these groups. Stresses the recognition and classifications of many of the non-flowering plants found in the area of the college. Three lectures and three laboratory or field trip hours weekly. Prerequisite: Botany I.

Zoology I Six hours per week
Four semester hours

A study of the origin, development, anatomy, physiology, life history, and habits of each phylum of the invertebrates. Attention is given to those vertebrates of economic importance to man. Acquaints students with many invertebrate species found in the area of the college. Three lectures and three laboratory or field hours weekly.

Zoology II Six hours per week
Four semester hours

A study of the Chordates and especially the various classes of vertebrates. Stress is placed upon the anatomy, physiology, origin, and development of each class. Special attention is given to the vertebrates found in the area of the college, particularly birds and mammals. Three lectures and three laboratory or field trip hours weekly. Prerequisite: Zoology I.

Ecology

Five hours per week
Three semester hours

Considers plants and animals in relation to the environment in which they live. Special attention is given to plant and animal communities in Pennsylvania. Individual problems assigned. Two lectures and three laboratory or field trip hours weekly. Prerequisites: 6 credits in Biology.

Genetics

Five hours per week
Three semester hours

A study of the facts and theories of inheritance. The works of leading geneticists are reviewed. Special emphasis is placed upon modern methods used for the improvement of plants and animals with particular attention paid to the problems of human inheritance. Prerequisite: 6 hours Biology.

Vertebrate Anatomy

Five hours per week
Three semester hours

A course in mammalian anatomy designed for majors in Biology. Although the cat is used for lecture and laboratory work, considerable emphasis is given to comparisons with other vertebrate animals, especially man. Two lectures and one three-hour laboratory period weekly.

Physiology

Five hours per week
Three semester hours

A course designed to give the student a general background of how animals carry on their bodily processes with special emphasis upon human physiology. Two lectures and one three-hour laboratory period weekly. Prerequisites: Anatomy of Vertebrates and two semesters of General Chemistry, also Zoology I and II.

Field Botany

Five hours per week
Three semester hours

Methods useful in the study of plants in their natural surroundings. The use of keys, botanical manuals, and illustrated floras to identify living specimens will constitute a major activity. Among the desirable outcomes should be an acquaintance with non-cultivated plants as sources of emergency or staple foodstuffs, fibers, lumber, pollen and nectar, as well as their invaluable importance to wildlife. Two lectures and one three-hour laboratory or field trip period weekly.

Ornithology

Five hours per week
Three semester hours

An introduction to the birds of Pennsylvania with emphasis upon identification of birds in the field. Lectures deal with internal and external adaptations for aerial travel, classification, migration, habitats, plumage changes, nesting habits, and economic relations. Two lectures and three laboratory or field trip hours weekly.

Entomology

Five hours per week
Three semester hours

A general study of insects including structure, physiology, classification, economic importance, and relationships. Each student is required to complete a project including a collection and a report on some group of insects. Two lectures and one three-hour laboratory or field trip period weekly. Prerequisite: Zoology I.

Microbiology

Five hours per week
Three semester hours

A study of microscopic forms of life with emphasis on the disease producing species of Man and his domesticated animals. Two lectures and three laboratory hours weekly. Prerequisite: two semesters of Biology and two semesters of General Chemistry.

Parisitology

Five hours per week
Three semester hours

Emphasis is placed upon the anatomy, physiology, life, history, and habits of parasites primarily of Man and his domesticated animals. Special attention is given to parasitic worms and insects found in the area of the college. Two lectures and three laboratory or field trip hours weekly. Prerequisites: Zoology I and II.

CHEMISTRY

Inorganic Chemistry I

Three class hours per week and three lab. hours per week
Four semester hours

This course includes a chemical study of the structure and behavior of matter. Topics stressed in the first semester are the gas laws, solutions, valence, ionization, acids, bases, oxidation and reduction as well as the writing of equations and solving of problems.

Inorganic Chemistry II

Three class hours per week and three lab. hours per week
Four semester hours

This course is a continuation of Inorganic Chemistry I and stresses the more fundamental concepts of non-metals, metals, atomic structure, the periodic classification of elements, and simple qualitative tests for cations and anions. Prerequisite: Inorganic Chemistry I.

Organic Chemistry I

Three class hours per week and three lab. hours per week
Four semester hours

This course is an elective for those who plan to major or minor in Chemistry. It includes a study of the hydrogen compounds of carbon of the aliphatic series with emphasis on structural relationships and nomenclature as well as on uses and characteristic properties. Prerequisite: Inorganic Chemistry.

Organic Chemistry II

Two class hours per week and three lab. hours per week
Three semester hours

This course is a continuation of Organic Chemistry I. It deals primarily with the amines and proteins and those compounds belonging to the aromatic series. Both micro and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Prerequisite: Organic Chemistry I.

Physical Chemistry

Two class hours per week and three lab. hours per week
Three semester hours

This course is an introduction to the fundamental principles of theoretical chemistry with application in the solution of problems and training in the techniques of physical-chemical measurements. The following topics are Industrial Chemistry.

Industrial Chemistry

Two class hours per week and three lab. hours per week
Three semester hours

This course deals with the application of theories, laws and calculations of chemistry to industrial processes. An intensive study of at least one major industrial process is made by each student. The class work is supplemented by selected laboratory experiences and numerous trips to neighboring industries. Prerequisites: Inorganic Chemistry.

Water Analysis

One class hour per week and three lab. hours per week
Two semester hours

This course is a study and analysis of water for potable qualities and elimination of industrial contamination is emphasized. Prerequisite: Inorganic Chemistry.

*Laboratory Techniques in Chemistry
(Workshop)*

Three semester hours

This course includes laboratory planning; selecting, care, and storage of equipment, making of solutions and various reagents from stock supplies. Setting up classroom demonstrations for use in secondary schools is stressed. Prerequisite: Inorganic Chemistry.

Qualitative Analysis

One class hour per week and six lab. hours per week
Three semester hours

This course is a study of the theoretical principles and practices underlying analytical chemistry. It includes study and practice in separating and identifying the cations and anions of the more common elements and radicals. Prerequisite: Inorganic Chemistry.

Quantitative Analysis

One class hour per week and six lab. hours per week
Three semester hours

This course gives introductory training in the theory and practice of gravimetric, volumetric, electrolytic, and potentiometric analysis. Quantitative calculations and relations are stressed. Prerequisite: Qualitative Analysis.

PHYSICS

Physics I

Three class hours per week and three lab. hours per week
Four semester hours

This is an introductory course in mechanisms, heat, and sound. Some of the topics studied are the mechanics of solids, liquids, gases, thermometry, calorimetry, and heat transference, the production and nature of sound waves including musical sound.

Physics II

Three class hours per week and three lab. hours per week
Four semester hours

This is a continuation of Physics I and an introductory course in magnetism and electricity. Some of the topics discussed are reflection and refraction, optical instruments, spectra and interference. The portion devoted to electricity and magnetism deals with the general concepts of magnetism, electrostatic, electrical circuits, generators, motors, and alternating currents.

Magnetism and Electricity

Three class hours per week and three lab. hours per week
Four semester hours

This is an advanced course in general electricity and magnetism. The electric magnetic fields, D.C. and A.C. circuits, capacitance, inductance, electromotive force and electrical instruments are among the topics developed. Prerequisites: Physics I and II.

Mechanics

Three class hours per week and three lab. hours per week
Four semester hours

This is an intermediate course in mechanics of solids, liquids, and gases. An opportunity is provided for a deeper insight into the principles in operation and their practical application. Studies are made of rectilinear and circular motion, work and energy, impulse and momentum, simple harmonic motion and hydrostatics. Emphasis is placed on qualitative considerations. Prerequisites: Physics I and II.

Heat

Three class hours per week and three lab. hours per week
Four semester hours

This is an intermediate course in heat. The basic concepts and principles are developed more intensively in the study of the properties of gases and in thermodynamics. Some of the specific topics studied are temperature measurements, expansivity, specific heats, thermal conductivity of solids and liquids, thermal conductivity of solids and liquids, thermal properties of gases, change of phase and heat engines. Prerequisites: Physics I and II.

Electronics

Two class hours per week and three lab. hours per week
Three semester hours

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.

Optics

Two class hours per week and three lab. hours per week
Three semester hours

This is an intermediate course in optics. Geometrical and physical optics are included. Reflection and refraction at surfaces, lenses, interference and diffraction, elementary spectroscopy and polarization of light are discussed. Applications are made in the study of optical instruments. Prerequisites: Physics I and II.

Sound

Two class hours per week and three lab. hours per week
Three semester hours

This is an intermediate course in the study of sound. The physical basis of sound is studied under such topics as wave motion, characteristics of sound waves, reproduction and measurement of sound, the ear and hearing, and architectural acoustics and sound insulation. Prerequisites: Physics I and II.

GENERAL COURSES

Science for the Elementary Grades

Three hours per week
Three semester hours

This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for teaching science in the elementary school. Units or problems are selected to achieve this purpose which cuts across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

Teaching of Science in Secondary Schools

Three hours per week
Three semester hours

This course is planned to give the prospective science major a thorough grounding in the problems of teaching Science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field.

SOCIAL STUDIES

The Department of Social Studies includes history, government, economics, and sociology. In the teaching of these fields, this department seeks as its first objective to enable students to become intelligent citizens in a democratic society. Through a study of American political and social traditions, students are led toward an understanding of the basic problems confronting the nation and the world. Secondly, its major task is the training of future teachers in these fields by developing the students' capacity for sound scholarship. Next, this department attempts to provide students with an adequate social science background which will enable them to develop into community leaders regardless of their profession.

History of Civilization I and II

Three hours per week for two semesters
Three semester hours

A study of the origin and development of the political, social, economic and religious institutions which constitute modern civilization, with emphasis upon broad movements to make realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

History of United States and Pennsylvania I Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from the beginning of the colonial period to the end of the Civil War. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular.

History of United States and Pennsylvania II Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of the labor world power, our part in World War I and II and the activities of our nation in behalf of international organization.

History of Pennsylvania Three hours per week
Three semester hours

A study of the founding and development of Pennsylvania from its colonial beginning to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

American Government Three hours per week
Three semester hours

The study of the general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government—legislative, executive and judicial; on the rights and duties of citizenship, the electorate, political parties, civil rights and the growing regulatory functions of government are carefully treated.

Home and Family Living Three hours per week
Three semester hours

This course deals with the development of the family and the home in its historical, economic and legal aspects. The various factors influencing the organization, disorganization and reorganization of the family are considered, as well as the modern trends in this basic institution.

Introduction to Philosophy

Three hours per week
Three semester hours

An introduction to philosophy with emphasis upon current and pertinent problems. An historical survey of the contributions of outstanding ancient and modern philosophies. Especial attention is given to ethical implications.

Principles of Economics

Three hours per week
Three semester hours

This course emphasizes economic principles which are fundamentally for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements and business management.

Principles of Sociology

Three hours per week
Three semester hours

This is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage, the meanings and functions of culture, the origin, function, and characteristics of social institutions, such as the family, religion, and the state; with inquiry into the nature and genesis of pathology.

Contemporary Economic and Social Problems

Three hours per week
Three semester hours

This course consists of a study of certain of our more crucial present day problems such as: labor relations, money and banking, social waste, the family, crime and delinquency, race relations, international trade, government regulation and the individual's responsibility as a citizen of the world.

*Teaching of Social Studies in
Secondary Schools*

Three hours per week
Three semester hours

This course is intended to familiarize prospective teachers with desirable methods which may be used in teaching the social studies. Emphasis is placed on the philosophy, objectives, courses of study, and organization of subject matter for teaching purposes, curriculum materials, procedures and development.

Early European History from 1500 to 1815

Three hours per week
Three semester hours

A study of the development of the social, economic, political, religious and cultural experiences of the European people, emphasizing the cause and effect of interrelation and inter-dependence of both people and events that are basic to understanding the fundamental forces that lead to modern life.

History of Europe from 1815 to the Present Three hours per week
Three semester hours

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and intergroup relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

History of England Three hours per week
Three semester hours

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of those factors that gave rise to the struggle and events that culminated in the establishment of democratic principles and organization in our modern world.

Twentieth Century World History Three hours per week
Three semester hours

The significance of events in the present century is brought out in this course by a study of the growth of capitalism, imperialism, totalitarianism, international jealousies, World Wars I and II and the attempts of the family of nations to find world peace through international understanding.

Diplomatic History of the United States Three hours per week
Three semester hours

Special emphasis is placed on a study of our foreign relations from the beginning of our national history to the present. Such aspects as the growth and influence of a policy of "isolation," the creation and development of the Monroe Doctrine, the changing position of the United States as a world power, and the problems incident to the assumption of the resulting responsibilities.

International Relations 1919 to the Present Three hours per week
Three semester hours

This course emphasizes the modern economic, social, political, religious and cultural problems that reflect their influence of international relationships of the nations of the world using the United States as the point of departure. Special attention is paid to the struggle of the people through their representatives in international conferences and organizations to resolve their differences.

History of Latin America Three hours per week
Three semester hours

This course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems, then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

The Renaissance to Reformation

Three hours per week
Three semester hours

A study of the Renaissance and Reformation with particular emphasis on the important political, economic, social and cultural forces that emerged during this period of transition and ushered in the modern western culture. Emphasis is placed on the evolution of modern states and the rise of individualism.

History of the Middle East and India

Three hours per week
Three semester hours

A study of the various civilizations that developed in this area with regard to their contributions as they influenced both oriental and occidental achievements. Special emphasis is placed on the modern aspects of their relation to world knowledge and to the problems of current international interest.

History of the Far East

Three hours per week
Three semester hours

A study of the development of the people of China, India, Japan, Indonesia and the Pacific islands. Attention is given to their cultures and developmental problems as they are related to each other and to the occident.

Consumer Education

Three hours per week
Three semester hours

This course is designed to develop techniques and methods which will enable the buyer to evaluate, on a quality and price basis, the myriad goods sold in the modern market place. Among the matters considered are the following: installment buying, choice of product, insurance, advertising and others of similar importance.

Municipal Government

Three hours per week
Three semester hours

This course deals with the history, organization, structure and functions of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

Comparative Government

Three hours per week
Three semester hours

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian system. Brief consideration is given to the governments of France, Italy, Germany and Japan. Frequent comparisons and contrasts are drawn between these governments and government in the United States.

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